

ESTABLISHING CRITERIA FOR IMPLEMENTING AND EVALUATING
COMMUNITY AGENCY INVOLVEMENT IN SERVICE-LEARNING

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ABSTRACT

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Establishing Criteria for Implementing and Evaluating Community Agency Involvement in Service-Learning

Many academicians, business people, and government officials are calling for college students to not only earn a degree but to leave college ready to be active and engaged citizens in their communities. One of the fastest-growing responses to this call within higher education has been the introduction of service-learning courses across disciplines. This study was designed to attempt to bring some focus to community agency needs and desires in service-learning relationships, both in domestic and international programs. Factors and criteria frequently cited in the literature as important to community agencies and when creating partnerships were compiled into a list of 10 criteria. Community agencies and faculty/staff involved in service-learning at Indiana University-Purdue University Indianapolis (IUPUI) were then asked to respond to each factor, indicating how important each was to them and how satisfied they were with how each factor was carried out in their current relationship(s). Overall, the 62 respondents found having interaction based on mutual respect and relationships built on trust as most important and the factors with which they are most satisfied. Faculty/staff respondents tended rate each factor as more important than community agency respondents, though there were no significant differences between the two groups' satisfaction ratings. International respondents, including both faculty/staff and community agency respondents, in general, rated each item more important and reported greater satisfaction

than domestic respondents. Aspects of the relationships under study, including frequency of interaction, type of interaction, and frequency of supervising service-learning students, were also related to respondents' ratings of each factor. Even with limitations, the study helps move toward a greater understanding of working with community agencies, establishing criteria to aid in evaluating and implementing service-learning relationships, and providing a base for future studies.

William M. Plater, Ph.D., Chair

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SECTION ONE

Chapter 1: Introduction

As the world becomes increasingly connected, as economies overlap and businesses reach across borders, more and more people are calling for young people to be better prepared not only to gain employment but also to be engaged citizens at home and abroad. One way that higher education is being called on to address this issue is to provide more opportunities for students to become involved in their communities (Berry, 2002). Over the last 20 years, perhaps the fastest growing trend of connecting students and campuses with the community has been introducing service-learning to curricula across disciplines.

Born from a focus on experiential education in the 1960s (Annette, 2002), the field of service-learning research has emerged over the past 20 years as a popular topic in academia. It is found in peer-reviewed publications in a variety of disciplines, along with new field-specific journals, organizations, and conferences that have emerged. With this great increase in popularity, the issue of how to assess service-learning programs with so many stakeholders, including the university, students, community agencies, and community members has arisen (Driscoll, Holland, Gelmon, & Kerrigan, 1996; Grusky, 2000).

The bulk of the research into service-learning programs has revolved around student development (Eyler, 2000; Jorge, 2003; McBride, Sherraden, & Lough, 2007). This may be due in part to a university's need to justify service-learning as pedagogy. It may also reflect a lack of overall agreement on service-learning and its aims, as well as difficulty in assessing community impacts. In the face of these challenges, research has

begun to emerge on identifying the impact of service-learning programs on the communities being served.

Adding to the complexity of assessing the impacts of service-learning, especially on the community, is the emergence of international opportunities, that is, when universities combine a study abroad program with community service (Plater, Jones, Bringle, & Clayton, 2009). In addition to the call for students to be more involved in their communities (Berry, 2002), many are calling for more students to study abroad. The Senator Paul Simon Study Abroad Foundation Act of 2007, as part of the Foreign Relations Authorization Act for 2010 and 2011 (currently in the Senate Foreign Relations Committee), would create more federal support for study abroad programs and universities with the ultimate goal of sending one million students to study abroad each year within the next 10 years (NAFSA: Association of International Educators, 2009). Regardless of whether the service-learning opportunity is domestic or international, the power of the experience lies in the interaction between students and the community and community agencies with whom they interact (Plater, in press).

Because there has been disagreement in the field on the goals and outcomes of service-learning (Driscoll, Holland, Gelmon, & Kerrigan, 1996), it is necessary to begin this study by identifying and defining some key terms. First, service-learning courses and programs have been identified by the definition of the Center for Service and Learning at Indiana University-Purdue University Indianapolis (IUPUI) (n.d., ¶ 1),

Service learning is a course-based, credit-bearing educational experience in which students a) participate in an organized service activity that meets identified community needs, and b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

This definition was chosen, first, because those relationships being studied are within the context of IUPUI faculty/staff and community partners. This definition is also often cited in literature outside of IUPUI (W. Plater, personal communication, February 26, 2010) and similar definitions are found across the literature (for example Annette, 2002).

International service-learning generally has two meanings. First, it can reference programs, similar to those in the United States, in which students in a foreign country participate in community service as part of coursework in their local communities. For this study, a second definition was used. In this case, international service-learning follows the same principles of integration into academic study and reflection as domestic programs and is differentiated in part by location of service. In international service-learning all or part of the service performed is in a foreign country (McBride & Daftary, 2005). It also has the added goal of immersion in a new culture with many opportunities to interact with residents of the host culture (Grusky, 2000; Plater, Jones, Bringle, & Clayton, 2009).

There are a multitude of constituencies in the service-learning process (Driscoll, Holland, Gelmon, & Kerrigan, 1996), though this study will focus on community agencies and university faculty/staff. The community agencies are largely nonprofit or government agencies, but may also include socially responsible businesses. It is possible to have a community agency act as a liaison between the university and community agency host sites where students actually perform service for a variety of reasons. For example, in domestic service-learning students may work with a variety of schools within a district, mediated by a representative of the school district or in international service-

learning there may be a language barrier and/or communication barriers such as a lack of access to email or phone service for the agencies that will be hosting students. In these instances, the university may need to seek the assistance of a local intermediary who can facilitate the relationship. For the purposes of this study, “community agency” refers to the service sites that directly host students.

Of course, on the other side of the service-learning relationship is the university, which may include a variety of contributors. As service-learning has gained popularity and expanded there are more and more professionals dedicated to creating and maintaining community partnerships, promoting service-learning, and facilitating community service. Again, for this study, references to the university or “faculty/staff” indicate those who teach the courses that accompany the service experience. They may be part of a service-learning office, but more often than not, they are part of an academic unit that has opted to include service-learning in their courses. The university representatives who have direct contact with community agencies were chosen because the communication between the faculty/staff responsible for overseeing students’ service-learning experience and community agencies and the personal connections these two groups create are vital to establishing and maintaining ongoing service-learning relationships (Sandy & Holland, 2006). Community partners also cite creating these direct, engaging relationships as one of their greatest challenges in service-learning.

The following chapters contain a review of relevant literature including studies on the impact of service-learning on students and communities; a greater explanation of the study’s objective and scope; an outline of the methodology used; an analysis of the results of a survey given to both faculty/staff and community agencies; and a discussion

of the significant results found. Supplemental materials are noted throughout and can be found in the appendices.

Chapter 2: Literature Review

Service-learning has a long history, starting as experiential learning in the 1960s (Annette, 2002). Over the last 20 years, as a distinct, emerging field, service-learning research has flourished. Starting in the 1990s, much of this research has focused on the impact of service-learning experiences on students (Eyler, 2000; Jorge, 2003; McBride, Sherraden, & Lough, 2007). This focus may be due in part to the desire for students to receive pedagogical benefits (Gazley & Littlepage, 2009) and to show the value of these benefits to administrators and the community. The following sections review literature on the impact of service-learning on students, international service-learning, research on community agencies as service-learning partners, and finally, research on university-community relationships.

Impact on Students

Research has shown that, while engaging in voluntary service, students are exposed to a greater variety of information about culture and society (Berry, 2002). The value of this exposure is greatly increased by linking it to learning. Examining the impact of this linkage—service-learning—has been done on a variety of aspects of students' lives from interpersonal skills to social responsibility. There does seem to be a positive impact in a variety of these areas, though often small (Eyler, 2000).

According to Eyler (2000), students participating in service-learning receive several benefits from being exposed to real-world issues in the context of the community agency at which they provide service. Students are able to see community agencies addressing these issues and the process by which they make decisions. This may allow students to transfer these skills and knowledge to new situations. When the community agency provides a context that is conducive to service-learning, students can not only

experience academic benefits, such as improved critical thinking skills, but also personal benefits like improved interpersonal skills, a reduction of stereotypes, and enhanced feelings of social responsibility (Eyler, Giles, Stenson, & Gray, 2001). This enhanced commitment to service is reflected in many studies (Gazley & Littlepage, 2009). Interestingly, students see the reciprocity needed in service-learning relationships and also often report feeling that they are receiving more out of their relationship with the community agency than they are providing (Huerta & Morris, 2006).

In a comprehensive literature review, Eyler, Giles, Stenson and Gray (2001) cite many benefits of service-learning for students: sense of personal efficacy, personal identity, moral development, interpersonal development, communication skills, reducing stereotypes, social responsibility, and involvement in the community after graduation among others. Further, it can have a positive impact on academic learning and have a practical application of coursework.

International Service-Learning

Globalization is increasingly changing the ways in which people interact and making people examine the impact these interactions have on culture and nationalism (Berry, 2002). With the increased availability of technology, companies are becoming more fluid and multinational. While many are benefitting from the increased ease of entering markets outside of their home country, the poor in the developing world are being left behind for a variety of reasons. Often, they are unable to buy their way into business because they are working to meet their basic needs, as multinational corporations relocate and take over new and developing markets. According to Berry (2002, p. 232), to assist those whose voices are missing from the process of globalization,

“...there already exists an institution capable of assuming this role, perhaps the only one....They are colleges and universities of higher education.”

Higher education institutions are coming to accept and understand the need for global awareness and cross-cultural competency within their students and the value of international service-learning as an effective means of reaching those outcomes (Plater, Jones, Bringle, & Clayton, 2009). Many writers have looked at the impact of such trends within globalization for educational institutions but fewer have examined globalization's intersection with service-learning (Keith, 2005). Early service-learning programs tended to omit the concept of mutuality and viewed developing countries as lacking knowledge of their needs or ideas of what types of programs may best serve their communities (McBride & Daftary, 2005). The focus has since shifted to the concept of mutual benefit and building capacity in developing communities (McBride, Sherraden, & Lough, 2007).

Students may receive a variety of benefits from international service-learning programs, but it is often more difficult to achieve these effects. Through experiences with international service-learning, students are able to become better able to work across cultures and become leaders addressing issues of inequality and poverty (Berry, 2002; Chisolm 2003). Students are exposed to different socioeconomic groups and cultures, which help them become more aware of the values and needs of immigrants in the United States with whom they may interact as leaders in business, medicine, teaching, and other fields (Chisolm, 2003).

Additionally, according to McBride, Sherraden, and Lough (2007), volunteering internationally has a positive impact on students' employability. In a recent study by Hart Research Associates (2010) on behalf of the Association of American Colleges and

Universities, employers are interested not only in classroom outcomes, but applied education. Employers indicated that students are best prepared for employment by having in-depth knowledge of their field and the ability to apply this knowledge and learned skills to real-world situations. They frequently cited the need for students to be prepared for a complex workplace including an understanding of global and cultural contexts for business decisions.

Participating in international service-learning not only makes students more cognizant of the conditions of people around the world, it also has the benefit of potentially leaving a good impression of the United States with the communities being served (Chisolm, 2003; Huerta & Morris, 2006). However, this is only accomplished with carefully designed programs.

International service-learning programs require a great deal of preparation (Chisolm, 2003; Plater, Jones, Bringle, & Clayton, 2009). If programs are not carefully designed, they may serve to reinforce students' preconceived notions and biases toward the communities they are serving (Grusky, 2000; King, 2004). The ability to travel internationally and participate in service-learning programs may already signal participants' coming from a place of privilege (King, 2004), since one disadvantage of international service-learning is its inaccessibility to a growing number of part-time and/or non-traditional students (Plater, Jones, Bringle, & Clayton, 2009). To assist students in experiencing the most growth from international programs, it is important not only to have students reflect on their experiences but to put those experiences in the context of the structures and processes that lead to dissonance between previous experiences and assumptions and current learning and experiences.

The ability to challenge students' preconceived notions may be even more difficult in shorter-term programs in which students are not able to interact as frequently with local communities. According to King (2004), students tend to identify with experiences that confirm their stereotypes. To prevent this in short-term programs, instructors must work harder to provide extended discussions, led by faculty, in which both students and faculty identify and address their preconceived ideas (Smith-Pariola & Goke-Pariola, 2006).

Impact on Communities

While there is a plethora of research on student outcomes of service-learning, research examining the impact of such programs on the communities and community agencies being served is a relatively new development (Cruz & Giles, 2000; Dorado & Giles, 2004). One such recent study was conducted by Gazley and Littlepage (2009) who looked at the relationships among the campus, the student, and the community. Each relationship presents both benefits and challenges. The researchers suggest viewing community agencies through a lens of organizational capacity, changing a traditional view many universities have that nonprofits are able to take on volunteers without limit. These agencies interact with students largely as volunteers, though ones that have certain requirements that often require more time to address than a traditional volunteer and, in addition to other volunteers, may ultimately take more time than the organization has the capacity to handle.

When it comes to initiating or agreeing to service-learning opportunities, universities and community agencies differ in a variety of ways including basic norms and language usage (Bacon, 2002). For example, in the Bacon (2002) study the university

and community agencies differed in their views of learning and knowledge acquisition. Community agencies tended to view the process of service-learning and knowledge acquisition as a group activity, while faculty believed it to be individual. They also diverged when it came to locating the center of expertise. Community agencies often placed value on experience, and the university valued the knowledge generated through research (Bacon, 2002), a finding shown also by Bender (1993). Though, there are areas in which both faculty and community agencies were in agreement because of shared experiences, often both groups were college graduates and had shared experience working with students in a service-learning setting. For example, while they did not locate expertise within the community, both groups believed that having an understanding of the community context of service is necessary to create effective experiences.

It is important that universities and community agencies understand these differences in thought processes and opinions prior to engaging in service-learning. While faculty/staff are often focused on student skills and outcomes, service-learning professionals need to be more sophisticated in their creation and evaluation of program goals (Maternowski, Stoecker, & Tryon, 2009). In the evaluation of programs, simple satisfaction surveys are often used; however, they do not necessarily get to assessing if programs were actually able to meet community needs or the overall impact that students' service work had on the agency. Community agencies in the study by Stoecker and Tryon wanted very basic needs met—that the faculty/staff “show up in the community, and listen” (Maternowski, Stoecker, & Tryon, 2009, ¶ 5).

At a minimum community agencies wanted to see the syllabus in advance and even had a desire to be part of the creation of the course syllabus (Maternowski, Stoecker, & Tryon, 2009). Such careful attention to the development of relationships is in line with Sandy and Holland's (2006) assertion that sustainability in relationships requires both parties to pay attention to their motivations and the perceived benefits of the relationship for both sides of the partnership. Community agencies in that study also noted that the greatest challenge in creating a partnership was to have direct, on-going contact with faculty. Such contact may be created through partnering with the faculty on syllabus creation as well as maintenance and revision of the syllabus (Maternowski, Stoecker, & Tryon, 2009).

As stated, cultural differences exist between community agencies and universities, which impact their basic beliefs about service-learning, although the larger cultural context for both university and community agency representatives tends to be similar (Sandy & Holland, 2006). Most often the representatives at the university and community agency are located in the same city, they speak the same primary language, and have grown up within the cultural context of the United States.

What happens when a community agency is located in another country and both the organizational culture and the overall cultural context differ? According to Chisolm (2003), even if the home country of the university and the international location of service share a common language, there will be differences in cultural norms and definitions of service, and service-learning programs must be prepared to accept these values and cultural patterns. It is important in these instances to be very clear about definitions and goals with both community agency partners and students.

Relationships/Partnerships

The lack of focus on community agencies may not be due to a disinterest in the impacts on the community. It is often difficult to measure this impact (Cruz & Giles, 2000). Dorado and Giles (2004) propose examining campus and community partnerships as a manageable way to assess the impact of service-learning on communities. They found that these partnerships may be on one of three paths: tentative (usually younger relationships, not well developed), aligned (the partnership is examined and work is done to modify where appropriate), and committed (relationship is valued beyond a single project). And studies examining campus-community partnerships have been increasing.

In one such study Liederman, Furco, Zapf, and Goss (2002) found that in building relationships, community partners wanted universities to acknowledge the backgrounds and characteristics that the community agencies brought to the relationship. Additionally, community agencies had several considerations they examined prior to engaging in a partnership. For example, they may be concerned with the support faculty/staff receive to create service-learning programs, university understanding of power differentials that may exist between the groups, and an understanding of the community being served.

Universities may show a lack of attention to or knowledge of these interests in setting up service-learning opportunities when they do not consider the community prior to setting up partnerships, do not give students context for the issues the community agency is addressing, and/or when they do not require the students to complete what the agency views as meaningful work (Liederman, Furco, Zapf, & Goss, 2002). To curb these issues, the authors make several recommendations including taking the time to create trust, creating clear goals, and ensuring fairness in the exchange of resources.

According to Liederman, Furco, Zapf, and Goss (2002, p. 6), “For community partners, a good community/campus partnership is characterized by careful preparation, excellent implementation, and meticulous follow-through.”

In specifically examining close relationships, Kelley et al. (as cited in Bringle, Officer, Grim, & Hatcher, 2009) identified three components of these relationships: frequency of interaction, diversity of interaction, and the strength of influence of each party on the other. Bringle, Officer, Grim, and Hatcher (2009), expanded these components, classifying the aforementioned components as measures of closeness and adding equity, or a proportionate level of inputs and outputs for both parties to the list. So, stronger relationships are forged when partners that meet weekly and facilitate service-learning multiple times throughout the year; participate in service projects, classroom presentations, and other modes of interaction; and have influence over the actions of the other party. Further, much of the literature focuses on equality of inputs and voice; however, as Bringle, Officer, Grim, and Hatcher (2009) suggest, actual inputs and outputs should reflect the abilities of each partner. Of course, universities will tend to have greater access to resources than small nonprofits, and each partner should give to the relationship as they are able and in a manner upon which they agree—focusing on equity rather than equality.

Again, these areas of relationship building are magnified in an international context. These relationships must be entered into carefully and with an awareness of both parties’ intentions (Wiley & Root, 2003). When done with mutuality, transparency, and reciprocity, these relationships can help build the capacity of both the participants from the United States and international partners.

Future Research Needs

There are many areas of service-learning that require continued research and more in-depth studies. Eyler (2000) suggests digging deeper into student learning outcomes and methodologies to achieve those outcomes, while also measuring outcomes like lifelong learning. Howard, Gelmon, and Giles (2000) also suggest going beyond cognitive and civic outcomes to determine how service-learning impacts students as well as examining specific types of courses like learning communities and capstones.

Many authors discuss the need for programs to be sustained and people-centered (Tonkin & Quiroga, 2004). Serious ethical questions are raised when programs focus only on student education and not also on the impact on the community/people being served. To maximize service and be people-centered, relationships must be created and participants on both sides of the partnership should be committed and work in a spirit of collaboration (Huerta & Morris, 2006). Through these partnerships, students will likely receive the previously mentioned benefits (personal and professional development) and communities may also learn skills that will benefit them in the long-run.

While many studies cite the importance of the impact on communities and the creation of partnerships, studies that actually examine these relationships are relatively new to service-learning research (Cruz & Giles, 2000). The difficulty in examining these relationships has often prevented researchers from taking on these studies. Service-learning is a relatively new pedagogy and so advocates have focused on the academic value, especially because academics have been calling for such research. There is not the same demand from the community.

Studying community impact also presents challenges in choosing a definition of “community” (Cruz & Giles, 2000). Researchers have to decide if they are studying agencies, the individuals that receive service, or a certain geographic region. Once that definition is decided upon, it is still difficult to study the community because of the number of other factors that may impact the study. Thus, “...the lack of research on the service dimension is also partly due to a simple lack of time and know-how” (Cruz & Giles, 2000, p. 29).

Cruz and Giles (2000) recommend several focuses that may help bring community impact into the service-learning research. The first is looking at the partnerships created as the focus of study as it is the basis for the rest of the service project. Next, researchers could extend the principles of good service-learning and partnerships by creating partners in the research process. This would assure community voice in the evaluation of service-learning, not as research subjects, but as partners. Finally, they recommend focusing on the assets of the community being studied, rather than assessing what they are lacking.

Schmidt and Robby (2002, p. 27), further suggest three questions that should be asked when considering the value of service-learning to the community:

(1) is service valued? That is, do the recipients believe they benefitted from the service being provided, (2) has service made an actual difference to the community, external to and perhaps independently from the perceived value? and (3) are there specific circumstances, such as programmatic issues or characteristics of those providing the service which affects the two outcomes above?

Many studies also cite the importance of partnerships in international service-learning programs—though do not focus on researching these partnerships (Dorado & Giles, 2004). Understanding community impact may not only help in assessing current

programs, but may also help determine how programs can be improved in the future (Harkavy, Puckett, & Romer, 2000).

Gelmon (2000) cites two pioneering studies that have used multiple methods to assess the impact of service-learning on the various constituencies involved. Further research into these actual studies and matrices is required. However, the basic idea of using questions and concepts, followed by evidence-gathering and measurement may be useful. As Miron and Moely (2006) note, many such studies do not report on the reliability and validity of their instruments and/or the results are not able to be generalized. Additionally, there may be lessons that can be learned from research in the field of community development and others that specifically examine the community on a regular basis.

Chapter 3: Objective of Study

Chisolm (2003) states that when deciding to implement a service-learning program, one of the first tasks of the faculty/staff is to determine their motivations and whether they truly have the best interests of the community and community agency in mind. This, however, can be missed even by experienced faculty members who focus more on student outcomes rather than community agency interests (Gazley & Littlepage, 2009). This approach is reminiscent of an elitist approach, in which the elite group—here the university—assumes a greater power over a lower class group, minority group, or less knowledgeable group (McBride, Brav, Menon, & Sherraden, 2006). Miron and Moely (2006) affirm that research into service-learning is often designed without feedback and input from community agencies or members. This runs contrary to repeated calls in literature by service-learning scholars for mutuality and reciprocity (Bringle, Officer, Grim, & Hatcher, 2009; Chisolm, 2003; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Gazley & Littlepage, 2009; Liderman, Furco, Zapf, & Goss, 2002).

While literature pertaining to the impact service-learning has on community agencies has been expanding, it still leaves much to be desired. Additionally, as attention turns toward campus-community partnerships and community outcomes, little agreement has been reached as to how to measure these impacts. While many studies cite factors important in creating partnerships and service-learning opportunities, rarely have they been tested. According to Annette (2002), this emphasis on community outcomes is increasing, especially in an international context. However, assessing programs becomes even more difficult when crossing cultures. There have been repeated calls within service-learning research to study community voice and outcomes (see Ferrari & Worrall, 2000). This lack of attention to the community could lead to damage of campus-

community relations and a perpetuation of hierarchical relationships (Vernon & Ward, 1999)—a proposition made all the more damaging when even the most intentional international programs start with the challenge of addressing preconceived views and patriarchal relationships (Grusky, 2000; King, 2004).

This study was designed to create a basis for addressing some of these concerns. The first aim of this study was to synthesize the factors relating to the impact of service-learning on communities, often outlined across service-learning literature, into a single set of criteria. Once this set of criteria was created, feedback from both community agencies and the university faculty/staff on each item was sought to determine the extent to which each group believes each factor was important and how satisfied they were with the status of their current service-learning relationships. Further, one additional goal was to attempt to create agreement around a set of criteria that can be used in the future to establish and evaluate service-learning opportunities, both domestically and abroad.

This exploratory study was designed to identify both similarities and differences among groups involved in the research—between faculty/staff and community agencies and between international and domestic service-learning partnerships. Again, for the purposes of this study, international service-learning was defined as programs in which students from the United States participate in service-learning programs located in part or all in a foreign country. It was reasonable to hypothesize that many differences would be found between the groups involved, as differences between faculty/staff and community agencies' views of service-learning and understanding of service-learning have been found to be divergent (Bacon, 2002). While the similarities and differences between domestic and international programs are less known, as international programs have been

less studied due to the difficulty involved (Annette, 2002), it was reasonable to hypothesize that many differences would exist here as well. Many of these differences may relate to the extent that students and faculty/staff are prepared, not only to participate in a service-learning project, but to cross cultures (Chisolm, 2003).

Finally, the research examined if there are aspects of these relationships, for example frequency of interaction and type of interaction, between partners that are related to participants' perceptions of the criteria presented. As Bringle, Officer, Grim and Hatcher (2009) noted, it is very likely that those that interact more frequently and through a variety of means will be more satisfied with how each factor is carried out in their service-learning relationship(s).

Chapter 4: Methodology

To begin this study, a review of relevant literature was conducted. This literature spanned the field of service-learning and focused on a variety of topics, including community agency satisfaction, student learning outcomes, and pedagogy. As literature was found that included factors or suggestions on how best to measure the impact of service-learning on the community and/or factors to consider when creating community partnerships, these were noted.

As themes in the literature emerged, the factors were condensed and formal definitions were created for each. The set of criteria are: (1) agency voice, (2) agency benefit, (3) positive interpersonal relationships, (4) satisfaction with university interaction, (5) awareness of university, (6) transition, (7) independence, (8) awareness of service-learning principles, (9) preparation, and (10) cultural awareness. See Table 1 for full definitions, as well as sources.

Survey

As mentioned, much of the literature used to create the factors listed in Table 1 outlined the need for awareness/use of each factor but did not necessarily test their utility or seek community input on each item. So, a survey was created to determine how important university faculty/staff and community agency representatives who supervise students believe each factor to be. The survey began with an informed consent document. This was followed by instructions to complete the first section of the survey, consisting of 27 items. The first 26 items were statements based on each factor. Because several of the factors are multi-faceted, each was broken down into elements and statements were created based on each element. Respondents were asked to first indicate how important the factor statement was to them when creating and/or maintaining their service-learning

relationship(s). They were given a five-point scale ranging from 1 – *Not at all important* to 5 – *Very important*.

While considering each statement, they were also asked to indicate how satisfied they were with how that factor was being carried out in their current or most recent service-learning partnership, again on a five-point scale from 1 – *Very dissatisfied* to 5 – *Very satisfied*. The final question in this section was open-ended and asked for respondents to indicate any criteria they felt were missing from the statements to which they had responded.

Participants were then asked to complete a Relationship Inventory, which consisted of seven questions to determine the scope of the service-learning relationship involved. Finally, for faculty/staff completing the survey, there was a question asking for contact information for their primary community partner, who would then be asked to take part in the survey.

Three versions of the survey were created—one for faculty/staff and one for community agencies which only varied slightly in wording according to the audience (See Appendix A for a sample of the surveys). The community agency survey was also translated into Spanish to be able to reach international community partners, many of whom were expected to be from Spanish-speaking countries.

The survey was uploaded to Survey Monkey, an online survey creation and distribution tool. Each potential participant, both faculty/staff and community agency representative, was sent an email with an overview of the study and a link to the online survey. Faculty and staff that participated in the survey were asked but not required to provide their community partner information.

Participants

The pool of potential participants was taken from a convenience sample and all participants were connected to Indiana University-Purdue University Indianapolis (IUPUI). International service-learning projects were identified through the Office of International Affairs at IUPUI's website. Each faculty/staff member on the list was asked to participate in the survey via email. Of the 12 identified, five (41.7%) participated in the survey. However, of those who participated, only three provided contact information for an international community partner for a total seven prospective international community agency participants (some faculty/staff respondents provided multiple community partners). Of those community agency partners, only two (28.6%) participated in the survey.

For domestic service-learning programs, courses and instructors were identified through two methods. First, a list of service-learning courses taught during the 2007-2008 academic year was acquired from the Center for Service and Learning. Second, a list of service-learning courses offered during the Spring and Fall of 2009 was available on the IUPUI Registrar's website. All of those faculty/staff listed as having taught or were going to teach a service-learning course during some period of 2009 were sent an invitation to participate in the survey. A total of 83 faculty/staff who taught domestic service-learning courses were sent an invitation to participate in the survey. Of those 83, 30 participated in the survey (36%) who taught a variety of courses from business, tourism, geography, to nursing, among others. Of those 30, only six shared community partner contact information.

Because so few domestic faculty/staff provided contact information for their community agency partners, a larger sample of agencies was created using the same list of service-learning courses provided by the Center for Service and Learning for the 2007-2008 academic year. In addition to faculty/staff information, the Center for Service and Learning had also tracked the community partners for most service-learning courses. Only those who had readily identifiable contact information were sent an invitation to participate in the survey. This provided a list of 62 contacts at community agencies in the Indianapolis area, and with those provided by faculty and staff, totaled 68 potential domestic community agency contacts. Of those 68, 25 (36.8%) participated in the survey and represented a variety of community agencies including several addressing homelessness, the environment, and education/mentoring. Unfortunately, community partner information was not readily available for instructors and courses listed on the Registrar's website. For a breakdown of participants see Table 2.

Relationship Inventory

Results of responses related to respondents' beliefs in the importance of each factor and satisfaction with each factor will be discussed in more detail in the next section. This section will briefly outline the responses of each to the Relationship Inventory questions (percentages may not add up to 100%, as some respondents skipped questions and some questions allowed more than one response).

Program location. As mentioned, the bulk of respondents were participants in domestic programs (88.7%). Fifty-four percent of domestic respondents were faculty/staff. Participants in international programs comprised 11.3% of respondents, with 71.4% of international respondents being faculty/staff members.

Frequency of supervising service-learning projects. The greatest percentage of respondents (33.9%) participated in service-learning 1-2 times per year, followed by respondents reporting participating in service-learning 3-4 times per year or 7 or more times per year (both comprised 27.4% of respondents), and 9.7% of respondents reported participating in service-learning 5-6 times per year.

Types of service-learning projects. Respondents were asked to indicate the types of projects students take on during their service-learning experience and were able to indicate more than one type of project. Forty-five percent of respondents indicated that students participate in professional projects, which may include acting as consultants for the organization and analyzing some aspect of their services or programs. The majority of respondents (75.8%) indicated that students work directly with clients, while 41.9% have students work on administrative tasks. Eleven percent of respondents indicated that students participate in another activity that could not be classified in one of the three previous categories. Examples of these other activities include environmental stewardship projects, manual labor, and observation.

Respondents had the opportunity to select multiple types of projects in which students participate. Nearly 41% of respondents indicated that students engage in only one type of activity. The greatest percentage of respondents (46.8%) reported two types of projects, 11.3% reported students engage in three types of projects, while only one respondent (1.6%) selected all three options and indicated another unlisted activity.

Length of student engagement. The greatest percentage of respondents (25.8%) indicated that service-learning students were engaged in projects with an agency for 2-4 weeks. Shorter projects, lasting a week or less, comprised just over 16% of responses, as

did longer projects—those lasting 9-10 weeks. Projects longer than 10 weeks were less common (14.5%), followed by projects lasting 5-6 weeks (9.7%), 8-9 weeks (8.1%), 6-7 weeks (4.8%), and 7-8 weeks (3.2%). See Figure 1 for respondent totals.

Faculty/staff and community agency interaction. Both faculty/staff and community agencies were asked to indicate how frequently they interacted with their respective partners before, during, and after their service-learning projects. In general, most respondents reported communication occasionally before, during, and after their projects. Most reported frequent communication prior to the start of the project. The number of respondents reporting frequent or very frequent communication decreased after the project. See Table 3 for a full reporting of percentages for each category.

Types of interaction. Respondents were asked to indicate the ways in which they communicate, regardless of frequency, with their service-learning partners. Seventy-nine percent of respondents indicated that they used phone as a means of communication, 62.9% indicated they met face-to-face with their partners, 35.5% interacted with their partner while working on the service project, and 38.7% interacted when the service partners visited the classroom. Many also indicated that they communicated via email and one participant also listed Skype, a video conferencing tool. See Figure 2 for respondent totals.

Nearly 33% of respondents indicated that they used three of the aforementioned methods of interaction, while 16.1% used all four and 4.8% used all four and listed an additional method of contact, most likely email. Many respondents reported using fewer means of communication—22.6% indicated use of only two and 19.4% reported only using one method of communication.

Chapter 5: Scope and Limitations

The scope of this study is restricted to the relationships examined at Indiana University-Purdue University Indianapolis. As the sample was not random, the results cannot be generalized. However, this information does provide a good background to expand the study to further types of higher education institutions and community agencies.

As with any study, there are several limitations of the current study. First, due to time constraints the survey was not tested to determine its reliability or validity, which is a common issue in service-learning research (Miron & Moely, 2006). The survey relied heavily on service-learning literature for the factors to which participants were asked to respond; as such, the language may have been too reliant on specific terminology or jargon. This may have made some questions less clear, especially for community members who may not be as well-versed in service-learning theory as university faculty and staff. This may have been magnified for those community agency representatives from an international location, where service-learning may be less common and/or may be defined in different terms.

In general, respondents rated each item very favorably. The sample was from a university with a strong service-learning and community partnership background, which may have led to the positive skew of the results. There were some exceptions in which individuals rated items very low, but this was not reflected due to the high ratings from the majority of respondents. There was no outlet for respondents to clarify answers or provide feedback as to why they responded in the manner they did. Some opted to do so in the space provided at the end of the first section to include any factors missing, but others might have as well if they had been provided the opportunity with each item.

The sample of participants was a convenience sample, using lists and databases from a single university, which makes the results less able to be generalized to the population of higher education service-learning programs. The study relied on the participants to self-select into the sample based on their availability and their belief that they met the criteria for inclusion. Although each program was taken from a list of service-learning courses, responses provided in the additional comments section of the survey indicated that some may have been non-traditional programs that did not require course credit and/or involved different populations of students, for example, graduate students. In these instances, the manner in which students receive “credit” may have varied and this was not adjusted for in the analysis of survey results.

There were very few responses from international community agencies. The pool of potential international community agency participants was smaller than domestic respondents, but there was a smaller percentage of the potential respondents who participated. This was due, in part, to a lack of contact information for these agencies. There was a list of domestic community agency partners available, but no such list was found for international community agencies. This information had to be obtained from the university faculty/staff member that participated in the program, and few of these participants opted to share this information. Some participants responded that their partners were located in foreign countries and/or did not speak English as a primary language (most of these were located in Spanish-speaking countries). Even with assurance that international sites were being included in the study and it was available in Spanish, faculty/staff did not provide this information. This may have been due to the timing of the surveys. They were sent toward the end of the semester and end-of-semester

activities, such as preparing finals, may have taken the time faculty/staff had to respond to email inquiries. Again, the smaller percentage of international community agency respondents may have also been due to the online nature of the survey and the terminology used as well.

The solicitation of respondents and the survey itself were only available online, which may have caused some respondents who are not as comfortable with technology to forego responding—or the study may have missed those respondents who do not check their email frequently. It is also unknown if both sides of each relationships involved responded to the survey. It was not necessarily an original goal of the study to have both partners participate. Faculty/staff were asked to provide the information, partially as a means of building the list. But very few faculty/staff opted to do so. However, it may have been interesting to determine congruence or dissonance within partnerships. It is possible that both sides of the partnership were in the pool of respondents, but this was purely due to chance and cannot be known.

SECTION TWO

Chapter 1: Data Analysis

Responses to all surveys were entered into the *Statistical Package for the Social Sciences* for analysis. Nonparametric tests were used to evaluate the results because the scales used for each question were ordinal. The type of test used is outlined in each section below, significant results are those whose probability is less than .05, that is, the probability of finding that specific response due to random chance (and not actual differences between groups) is less than 5% which is a generally accepted level (Lehman, 1995).

Overall Responses

As previously mentioned, one objective of this study was to determine if participants in service-learning relationships view those factors/criteria outlined by researchers in service-learning literature as important to them. Additionally, respondents were asked to indicate their satisfaction with each factor in their current relationship(s). Each respondent, both faculty/staff and community agency, was selected from lists of courses, both domestic and international, from fall 2007 through 2009. Sixty-two individuals in total responded. The following sections outline the overall group's average ratings of each item on both importance and satisfaction.

Importance. Participants were asked to respond to 26 individual statements based on their belief in the importance of each factor outlined in the statement. A five-point scale was provided:

1 – *Unimportant*

2 – *Of Little Importance*

3 – *Moderately Important*

4 – *Important*

5 – *Very Important*

Overall, respondents tended to think that all factors listed in the survey were important. The factor with the highest average was having interaction based on mutual respect ($M = 4.70$), followed by having a relationship built on trust ($M = 4.61$), that the start of the project does not have an adverse impact on agency functioning ($M = 4.45$), that that actual needs of the agency are weighed along with the group providing service ($M = 4.42$), and that the volunteers understand unique factors that make up the culture of the community ($M = 4.41$).

The lowest ratings included the statements indicating the community agency receives economic benefits ($M = 3.90$) and that the community agency understands the university's theory of service-learning ($M = 3.90$). These were followed closely by the agency's understanding of how the service is included in the course ($M = 3.82$) and that the agency does not become reliant on the university ($M = 3.69$). The lowest rating for any importance item for the whole group was that the agency receive skill-building benefits ($M = 3.38$). See Appendix B for a complete table of overall importance ratings.

Satisfaction. After indicating how important they felt each of the 26 factors was, respondents were also asked to indicate how satisfied they are with each item in their current service-learning relationship(s). A five-point scale, similar to the importance scale was provided:

1 – *Very Dissatisfied*

2 – *Dissatisfied*

3 – *Neither Satisfied nor Dissatisfied*

4 – *Satisfied*

5 – *Very Satisfied*

Like the importance ratings, both having interaction based on mutual respect ($M = 4.39$) and a relationship built on trust ($M = 4.28$), were rated as the factors with which respondents were most satisfied. Additionally, respondents were satisfied with the actual needs of the agency being taken into account ($M = 4.21$) and with the fact that the start of the project did not adversely impact the agency ($M = 4.19$). Unlike the importance ratings, respondents rated their satisfaction with an end plan for the project being planned in the top five responses ($M = 4.18$).

Similarly, the lowest satisfaction ratings had overlap with the lowest importance factors. Respondents were overall less satisfied with the community agency's knowledge of the university's theory of service-learning ($M = 3.76$), satisfaction with the community agency's knowledge of how service is integrated into the course ($M = 3.71$), and with the amount of skill-building the community agency receives ($M = 3.49$). Further, the lowest ratings for satisfaction were satisfaction with the community agencies' understanding of the university's mission ($M = 3.73$) and with agency's inclusion in the evaluation of the program ($M = 3.72$). See Appendix C for overall satisfaction ratings.

Faculty/Staff versus Community Agency Responses

As this study is exploratory, Mann-Whitney tests were run to determine if differences exist between the group of faculty/staff ($n = 35$) and the group of community agencies ($n = 27$) that completed the survey, without regard to location of the program, both on their belief in the importance of each factor and their satisfaction with each

factor. The Mann-Whitney test was deemed appropriate because it specifically deals with differences between two groups, in this case faculty/staff and community agencies (regardless of the location of the program), and each importance and satisfaction rating was on an ordinal scale.

Importance. In general, faculty/staff members rated each factor as more important than community agencies. Again, it should be noted that overall ratings for both groups were relatively high with most averaging a rating of ‘important.’ Community agencies did have mean ratings higher than faculty/staff on three factors—that the community agency receives economic benefits, that they understand the university’s theory of service-learning, and that they understand how the service being performed is being integrated into the course. However, while worth noting, none of these differences were found to be statistically significant.

Significant differences were found for four of the factors, including the community agency being included in the evaluation of the program and volunteers having the necessary skills prior to the start of the project. See Table 4 for the list of factors faculty/staff respondents rated more important than community agency respondents.

Satisfaction. In general, both faculty/staff and community agencies reported being satisfied with each factor as it was being carried out in their current service-learning relationships. Where faculty/staff tended to find most factors more important than did community agencies, which group was more satisfied with each factor varied and none of the differences between groups were statistically significant. See Appendix D for a comparison between faculty/staff and community agency ratings of importance and satisfaction.

Domestic Programs versus International Programs Responses

Service-learning literature indicates that cultural differences between universities and community agencies can be a cause of confusion or miscommunication (Chisolm, 2003). These differences may be even more pronounced when the larger cultural context changes. As such, responses for both faculty/staff and community agencies that reported being part of an international service-learning program ($n = 7$) were compared to faculty/staff and community agencies located in the United States ($n = 55$). Again, Mann-Whitney tests were used to compare the two groups.

Importance. Both the international and domestic respondents felt most factors were important to some degree. In general, international respondents rated each factor as more important. The only exception was for the factor indicating that the departure of volunteers does not leave a gap in agency services. This, however, was not statistically significant.

There were several factors that the international group of respondents rated of higher importance to a statistically significant degree. These responses can be found in Table 5 and include the agency being included in the evaluation of the program, the volunteers having the appropriate skills prior to beginning the project, and volunteers have an appropriate orientation/training, among others.

Satisfaction. In general, respondents who participated in international service-learning programs reported greater satisfaction with each of the factors, though domestic service-learning participants were not necessarily dissatisfied. The only item domestic respondents rated more highly than international respondents was that the community

agency has knowledge of the university's mission, though not to a statistically significant degree.

While international respondents rated their satisfaction with the rest of the factors higher, only three of these differences were found to be statistically significant. First, they were more satisfied with the skill-building the community agency is receiving in their relationship, $U(61) = 90, p < .05$ (again, respondents in this group are comprised of both faculty/staff and community agencies). They were also more satisfied with the orientation volunteers receive before the project ($U(62) = 76, p < .01$) and the weight given to cultural factors before the project ($U(62) = 104, p < .05$). See Appendix E for a comparison of means between domestic and international service-learning respondents.

Relationship Factors

At the end of the survey, respondents were asked to fill in seven questions related to their service-learning experiences and relationships; including items like how often they supervised students and how often they communicated with their service-learning partner(s). These responses were then compared to the importance and satisfaction ratings to determine what, if any, relationship factors are associated with these service-learning relationships (all respondents were included in the analysis). For each test, either a Mann-Whitney or Kruskal-Wallis test was completed; the Kruskal-Wallis test, similar to the Mann-Whitney test was used because the rating scales were ordinal, and was used for those cases that involved more than two potential groups of respondents (based on the number of possible responses to each relationship inventory item).

Frequency of supervising service-learning projects. As mentioned, most respondents (33.9%) reported supervising service-learning students 1-2 times per year

followed by those who supervised students 3-4 times per year or 7 or more times per year, and those who supervised students 5-6 times per year. Overall, there were not many significant differences in responses among these groups.

There are a few differences worth noting. Not surprisingly, those who supervised students more than five times per year felt that the agency being satisfied with the breadth of the relationship was more important ($\chi^2(3, N = 62) = 9.74, p < .05$) and reported being more satisfied ($\chi^2(3, N = 60) = 7.68, p = .053$) than the other groups. Also, those who supervised students more often were more satisfied with the community agency's understanding of the mission and values of the staff with whom they work, $\chi^2(3, N = 61) = 8.9, p < .05$.

Types of service-learning projects. The majority (75.8%) of respondents indicated that service-learning students engaged in projects that involved working directly with clients, while 45.2% engaged in professional projects, 41.9% in administrative tasks, and 11.3% in some other sort of task.

Professional projects. There were no significant differences between those respondents who had students participate in some sort of professional project (analyzing some aspect of the agency to apply course knowledge to a final report for agency) and those who did not for satisfaction or importance factors. For those that had students work directly with clients, importance ratings tended to be higher though not to a statistically significant degree.

Working with clients. However, there were some significant differences between those that had students work directly with clients and those that did not on several satisfaction factors. Interestingly, those who reported students did not work with

clients reported being more satisfied that the actual needs of their agency were being taken into account, $U(62) = 229.5, p < .05$. Those that did not have students engaging directly with clients were more satisfied with the economic ($U(61) = 207, p < .05$) and social ($U(61) = 233, p < .05$) benefits their agency received. Finally, those who did not have students work directly with clients reported more satisfaction with community agency understanding of the university's theory of service-learning, $U(61) = 208.5, p < .01$.

Administrative tasks. Respondents who had students complete administrative tasks showed a similar pattern as those who had students work directly with clients. Those who did not have students engage in administrative tasks reported the depth of interaction they had with faculty/staff as more important than those that had students engage in administrative tasks, $U(62) = 324, p < .05$. Those who did not have students engage in administrative tasks also indicated that the culture of the community being taken into account prior to the start of the service project was more important, $U(62) = 428.5, p < .05$. On the satisfaction questionnaire, those who did not have students perform administrative tasks indicated they were more satisfied with the trust in their relationship(s) with faculty/staff, $U(62) = 325, p < .05$. They also reported more satisfaction with their knowledge of the faculty/staff member's mission and goals, $U(62) = 314.5, p < .05$. They were also more satisfied with the end of projects, indicating that the ending did not adversely impact the agency, $U(62) = 321, p < .05$.

Other types of activities. Respondents also had the opportunity to indicate that students engaged in some other type of activity. Seven respondents reported that students participated in other projects including environmental restoration projects,

manual labor, and non-direct service that was not administrative (i.e., food preparation, cleaning, organizing). Those who did not have students engage in some other form of service rated volunteer skills ($U(61) = 74.5, p < .01$) and orientation ($U(62) = 83, p < .05$) as more important than those who had students engage in another activity not listed on the survey. Those that had students participate in some other form of service indicated they were more satisfied with the trust in their relationship than did those who did not have students do some other activity ($U(62) = 97.5, p < .05$) and they were also more satisfied that the agency understood the university's mission ($U(62) = 84.5, p < .05$) and theory of service-learning ($U(61) = 68, p < .01$).

Multiple projects. Respondents were able to select more than one type of project in which they had students engage. The majority of respondents indicated that students participated in two types of projects (46.8%), followed by students participating in only one type of activity (40.3%), students participating in three types of projects (11.3%), and students participating in four types of projects (1.6%). There were no significant differences found between these groups on importance or satisfaction factors.

Length of student engagement. The bulk of respondents indicated that students were engaged with their agency for between 2-4 weeks (25.8%), followed by those engaged a week or less (16.4%), 9-10 weeks (16.4%), greater than 10 weeks (14.5%), 5-6 weeks (9.7%), 8-9 weeks (8.1%), 6-7 weeks (4.8%), and 7-8 weeks (3.2%). There were no significant differences among these groups and their importance ratings. There was a significant difference among groups and their satisfaction with the social benefits the agency receives from the relationship, $\chi^2(7, N = 60) = 16.09, p < .05$. Those partnerships in which students were engaged less time tended to be more satisfied, with the exception

of the group that reported students participated 7-8 weeks, who were most satisfied.

Surprisingly, those who hosted students for shorter duration tended to be more satisfied with the depth of interaction in their relationship, $\chi^2(7, N = 61) = 18.48, p < .01$.

Faculty/staff and community agency interaction. Respondents were asked to indicate how often they communicated with their service-learning partners. The majority of respondents indicated that they communicated with their partners occasionally or frequently prior to the start of the project, occasionally or very frequently during the project, and rarely or occasionally after the project.

Interaction prior to the project. Those who reported rarely being in contact with their service-learning partners prior to the start of the project listed understanding the faculty/staff member's mission and goals as more important than others, followed by those who communicated very frequently, frequently, occasionally and rarely, $\chi^2(4, N = 61) = 10.04, p < .05$. Volunteers having appropriate skills was listed as more important by those who reported communicating frequently prior to the project, followed by those that communicated very rarely, occasionally, very frequently and rarely, $\chi^2(4, N = 61) = 10.40, p < .05$. Those who reported communicating very frequently prior to the project indicated that the unique factors that make up the culture of the community being served being taken into account during the project as more important, followed by those that reported very rare communication, frequent, occasional, and rare communication, $\chi^2(4, N = 60) = 10.32, p < .05$. In general, those who reported communicating occasionally and frequently were more satisfied with the end of the project being planned, $\chi^2(4, N = 58) = 10.49, p < .05$. Those who reported very frequent or occasional communication prior to the project were more satisfied with the manner in

which the unique factors that make up the culture of the community were being taken into account prior to the start of the project, $\chi^2(7, N = 61) = 10.37, p < .05$.

Interaction during the project. There were several importance and satisfaction factors that showed significant differences between groups based on communication during the project. Each of the importance factors listed in Table 6 followed a nearly identical pattern—those who reported never having communication found the factors most important, followed by those that reported very frequent, very rare, frequent, occasional, and rare communication.

There were also several satisfaction factors that showed significant differences between groups based on communication during the service project, though the pattern was not as consistent as it was with the ratings of importance on each factor. Those who indicated that they never had communication during the project were more satisfied that their interaction was based on mutual respect, followed by those that have very frequent, frequent, very rare, and occasional communication, $\chi^2(4, N = 62) = 11.16, p < .05$. Those who reported very frequent and frequent communication reported more satisfaction with the depth ($\chi^2(4, N = 62) = 11.34, p < .05$) and breadth ($\chi^2(4, N = 61) = 14.4, p < .05$) of their relationship(s), followed by those who reported no communication, very rare, occasional, and rare communication. Finally, those who reported no communication reported higher satisfaction with the knowledge of the project that volunteers held prior to entering the project, followed by those who reported frequent, very frequent, very rare, occasional, and rare communication.

Interaction after the project. Two importance items showed statistically significant differences and followed similar patterns based on interaction after the project.

Those who reported either being in contact frequently or never after the project, followed by those who reported very frequent, rare, occasional, and very rare communication found both the community agencies' satisfaction with the depth of the relationship ($\chi^2(5, N = 61) = 11.29, p < .05$) and that volunteers receive an appropriate orientation ($\chi^2(5, N = 61) = 13.07, p < .05$) as more important, respectively.

Three items showed significant differences in regards to satisfaction. With the exception of those who reported never communicating post-project, in general the more frequent the communication the more satisfied respondents were that the beginning of the project did not adversely impact the agency, $\chi^2(5, N = 61) = 15.57, p < .01$. They were also more satisfied that the community agency did not become reliant on the university ($\chi^2(5, N = 60) = 14.90, p < .05$) and that the volunteers were familiar with project details ($\chi^2(5, N = 61) = 11.12, p < .05$).

Types of interaction. Respondents were asked to indicate the method(s) of communication they use when contacting their service-learning partners. The majority (79%) indicated they used phone as a means of communication, followed by face-to-face interaction (62.9%), interaction when the community partner visited the classroom (38.7%), and participation in a service project (35.5%). Nearly half (41.9%) of respondents indicated using some other type of communication, most commonly reporting email.

Telephone and face-to-face. There were no significant differences between those who reported using the telephone as a means of contact and those who did not with regard to importance or satisfaction ratings. Those who reported no face-to-face contact indicated that the project was not creating an adverse effect on the agency at the

start was more important than those who reported face-to-face interaction, $U(61) = 294, p < .05$.

Service project. To those who participated in a service project with their service-learning partner, the agency receiving economic benefits from the relationship was more important than those who did not engage in a service project together, $U(59) = 245, p < .05$. There were also several differences between those that participated in service projects and those that did not with regard to satisfaction ratings. Those that engaged in a service project with their partner were more satisfied that the community agency had an equitable voice in determining the goals and outcomes of the project, ($U(61) = 305, p < .05$) and that the community agency received economic ($U(60) = 253, p < .01$) and social ($U(60) = 268, p < .05$) benefits. Those engaging in a service project were also more satisfied with the breadth of their relationship, $U(61) = 290, p < .05$. Additionally, they were more satisfied with the community agencies' understanding of the university's mission, $U(61) = 301, p < .05$. Finally, those that engaged in a service project were more satisfied with the way that cultural factors of the community were taken into account after the project, $U(60) = 293.5, p < .05$.

Class visit. There were several importance factors that showed a significant difference between those who reported participating in class visits and those who did not. Those who did not participate in class visits felt that the community agency receiving social benefits from the relationship ($U(61) = 307.5, p < .05$) and skill building ($U(61) = 298, p < .05$) were more important than those that did report participating in class visits. Those not participating in class visits also felt that the agency understanding the university's mission was more important than those that did not, $U(61) = 290.5, p <$

.05). They reported that volunteers having the necessary skills ($U(60) = 290.5, p < .05$) and that the unique culture of the community being taken into account after the service project ($U(60) = 299, p < .05$) were more important. There were no significant differences between groups that participated in class visits with regard to satisfaction with any of the factors.

Other types of interaction. For those that reported using some other type of contact, most often reported as email, there were no significant differences between their importance ratings and those that did not report another method of interaction. There were two factors that those who indicated using some other form of communication were more satisfied with—that the beginning of the project ($U(60) = 292, p < .05$) and the end of the project ($U(59) = 290, p < .05$) do not adversely impact the regular workings of the agency.

Again, respondents were able to report the use of more than one type of communication. Not surprisingly, for those that used multiple communication methods tended to be more satisfied with both the depth ($U(59) = 11.46, p < .05$) and breadth ($U(59) = 12.04, p < .05$) of their relationships.

Missing Factors

At the end of the importance and satisfaction questionnaires, respondents were asked to indicate if there were any factors that they felt were missing from the survey. Some used it as an opportunity to clarify aspects of their program, but others outlined factors not provided in the survey or re-iterated the importance of factors found in the survey. For faculty/staff respondents, there was concern over the continuity of community agency staffing and the impact that has on building a long-term relationship

and program. Some respondents indicated the need to understand diversity and community members, as well as seeing beyond the community agency to understand the actual needs and desires of community members. Faculty/staff respondents indicated that there may be some difficulty in the carrying out of the relationship with community agencies when either there are multiple agency service sites and/or an intermediary, such as an office at the university, in the relationship.

Both faculty/staff respondents and community agency respondents indicated communication multiple times as a very important factor. One community agency respondent went a step further and suggested that it is important for faculty/staff to be responsive to changes in the program and/or the number of volunteers able to assist agencies. Another indicated a desire to have a liaison on-site to coordinate participants. Finally, one community agency respondent reported the importance of knowing if the service-learning is optional or required while one respondent called for the service aspect to be encouraged beyond the classroom. For a list of responses in their entirety, see Appendix F.

SECTION THREE

Chapter 1: Discussion of Results

Although, there are limitations to the current study, there were several interesting results that came from analysis of the data that are discussed in the sections that follow.

Overall Results

Overall, respondents rated as most important: (1) having interaction based on mutual respect, (2) having a relationship built on trust, (3) the beginning of the project not adversely impacting the community agency, (4) the actual needs of the community agency being taken into account, and (5) volunteers understanding the unique culture of the community being served. Further, nearly all of these factors were included in the top factors with which respondents reported being most satisfied. Volunteers' understanding the unique culture of the community was number 11 on the list of satisfaction ratings but respondents still reported being 'satisfied' with that item.

Most of these items can be found under two umbrella terms outlined in Table 1 – agency voice and positive interpersonal relationships. This is not surprising, considering the benefits that participants in service-learning perceive from feeling that they have a voice in the process (Miron & Moely, 2006) and the idea that relationships are central to service-learning (Sandy & Holland, 2006). These are also items that are repeated across service-learning literature and so may be more at the forefront of respondents' knowledge of service-learning (see the corresponding source lists for each item in Table 1).

Respondents rated as least important: (1) the community agency receiving skill-building, (2) the agency does not become reliant on the university, (3) the agency understands how the service performed is integrated into coursework, (4) the agency's understanding of the university's theory of service-learning, and (5) the agency receiving

economic benefits. They were also least satisfied with several of these factors as well (though ratings averaged ‘neither satisfied nor dissatisfied’). This may have been partially due to the larger proportion of faculty/staff respondents. As will be discussed in the following section, several of these factors were rated as more important by community agency respondents than faculty/staff respondents. This may also reflect the tendency in some service-learning programs in which relationships are not reciprocal and community agencies are not as included in the process of creating opportunities, and consequently, not as informed about service-learning (Sandy & Holland, 2006; Maternowski, Stoecker, & Tryon, 2009). Awareness of this lack of understanding of service-learning is an opportunity for the programs involved in this study to create a more solid foundation and partnerships, which will ultimately aid in enhancing the students’ service-learning experience (Sandy & Holland, 2006).

Faculty/Staff versus Community Agency

While there are many constituencies in service-learning relationships (Driscoll, Holland, Gelmon, & Kerrigan, 1996) the relationship between the faculty/staff leader of a service-learning course and the community agency representative that supervises students is at the core of the partnership (Sandy & Holland, 2006). As such, examining the differences between these two participant groups becomes especially important.

Even though there were few statistically significant differences between the faculty/staff and community agency respondents in their overall ratings, there were several differences worth noting with regard to importance ratings. Interestingly, the faculty/staff rated most factors higher with the exception of the community agency receiving economic benefits, the community agency understanding the university’s

theory of service-learning and the community agency's understanding how the community service is being integrated into the service-learning course. The community agencies rating these items as more important may reflect an information imbalance in these partnerships and a desire by community agency partners to understand the perspectives of the university and faculty/staff.

Many studies cite the importance of community agencies being involved in the planning and implementing of service-learning programs (Miron & Moely, 2006; Sandy & Holland, 2006). This is especially important when students are working to connect their coursework with their service work (Annette, 2002) and may be done more effectively when community agencies are fully aware of all aspects of the service-learning course. An inability to understand the values of a partner will impact both sides of the relationship and the value of the service-learning experience for students (Huerta & Morris, 2006).

Research by Miron and Moely (2006) indicates that agencies that were more involved in the planning stages of service-learning programs were involved longer with these programs and perceived benefits of being involved with service-learning programs when they were involved in this planning. In the current study, both faculty/staff and community agency respondents indicated that the agencies being given equitable voice in determining the goals and outcomes of the course was important, and both were satisfied with that factor on the survey.

Again, this goes back to the aforementioned idea that strengthening partnerships on both sides and specifically faculty/staff providing more information on service-learning to their community agency partners creates an opportunity to further enrich

service-learning courses by expanding on the current strength of robust agency voice in their relationships.

Assessing and addressing differences in faculty/staff and community agency perceptions and creating a common language (Bacon, 2002; Sandy & Holland, 2006) may help in inspiring deeper, on-going relationships and more understanding of local context. A balanced dialogue starts with the faculty/staff providing complete information on the combination of community service and coursework, and the university's mission. In return, the community agency provides a more complete picture of the needs of the community, both those they are directly serving and additional factors that may impact their clients (for example, a lack of public transportation impacts clients' ability to seek employment outside of their immediate surroundings). This exchange will help provide the most dynamic experience for all parties involved. Further, this may not be terribly difficult in the relationships being studied—overall respondents rated interaction based on mutual respect and relationships built on trust as factors with which they were most satisfied—which may help in having these open discussions.

Domestic versus International

International respondents, in general, rated each item on the survey as more important than did domestic respondents. This may indicate the time and preparation that goes in to starting and maintaining an international program (Chisolm, 2003). More attention may be paid to the unique aspects of the culture that students are entering as well as more of an emphasis being placed on preparation of students to leave the United States, for example, ensuring participants are familiar with the project and giving them an appropriate orientation prior to engaging in service work.

The importance of avoiding cross-cultural miscommunication (Annette, 2002) may serve as a greater incentive to faculty/staff to be more thorough in the research and preparation that goes into creating an international service-learning program. Creating a successful program may take years of trust-building through advance preparation (Plater, in press) and this time used to build relationships may increase international community agency satisfaction as well because, as mentioned, greater time invested in relationships creates greater perceived benefits and satisfaction (Miron & Moely, 2006). Further, there may be more review by the university when faculty/staff intend to take students into foreign countries.

Faculty/staff may make more assumptions as to the needs and culture of domestic institutions, as they are typically in the same geographic area as the university. It is important for universities and faculty/staff involved in service-learning to recognize the cultural differences that exist between the university, the community agency, the community itself, and students. It cannot be assumed that because participants in domestic programs are part of the larger culture of the United States, that there are not factors of the communities and agencies being served that require attention. Bacon (2002) asserts that differences exist between these two groups not only in language, but also in underlying beliefs and values that these language differences demonstrate. Further, it may be necessary to re-train faculty/staff to move away from the belief that knowledge lies within the university, a trap into which international programs (especially those in north-south relationships) can tend to fall (McBride & Daftary, 2005). This can be problematic in that it leads to the idea of doing service “to” or “for” communities and the idea that communities are not able to be active partners in service-learning, rather than doing

service “with” communities. It is in these more balanced relationships that both partners perceive and receive greater benefits.

Relationships

As mentioned repeatedly in this study and several others (for example Chisolm, 2003; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Sandy & Holland, 2006), relationships are key in creating service-learning courses and programs. As such, aspects of the relationships of respondents were examined to determine if any had an association with the importance or satisfaction respondents have towards the factors of service-learning programs examined in the current study. The following sections examine the items from this study’s relationship inventory.

Frequency of supervising service-learning projects. Those respondents who indicated that they supervised students more than five times per year felt agency satisfaction with the breadth of the relationship was more important and were more satisfied with it. They were also more satisfied that the community agency understood the mission and values of the faculty/staff member with whom they worked. According to Miron and Moely (2006), the longer that community agencies are involved in service-learning partnerships the more satisfied they are with their voice in the program and the benefits they receive. While the question did not specifically ask about the length of the overall relationship(s) in which respondents were involved, it is likely that those respondents that supervised students more often created longer-term partnerships. If they were not satisfied with their relationship(s), it is more likely they would cease to continue supervising service-learning students.

Types of service-learning projects. Respondents in relationships in which service-learners were not working directly with clients reported greater satisfaction with the actual needs of the community agency being taken into account. They were also more satisfied with the economic and social benefits the agency received and felt they had a greater understanding of the university's theory of service-learning.

Quite often, faculty/staff and/or students want to work directly with clients for a variety of reasons, though this may not be what the community agency needs most. This leaves other tasks, whether administrative or manual labor, to community agency staff or undone until volunteers can be found to address them. One way to address this issue is to have students in shorter-term placements complete projects that can realistically be completed in the time frame available and that are useful to the community agency (Maternowski, Stoecker, & Tryon, 2009). The majority of all respondents in this study have students engaging in shorter-term projects (less than a semester) with only 14.5% reporting students engaged longer than 10 weeks. This may be why those who did not have students engaged directly with clients felt more satisfied with the economic and social benefits the agency was receiving—a need that may have gone unmet or required more staff hours was being addressed.

Whether or not students engaged in administrative tasks also seemed to have an impact on participant responses. Those who did not have students participate in administrative tasks were more satisfied with the relationship being built on trust, the community agency's knowledge of the mission and values of the faculty/staff member with whom they work, and that the end of the project did not adversely impact the agency. This would seem to run counter to the previous findings in which groups were

more satisfied with several factors when students were not working directly with clients. This finding may be a result of the number of faculty/staff in the total number of respondents and the fact that the majority of respondents had students interact directly with clients. Contrary to agency needs, this may be more aligned with faculty/staff goals of having students gain direct, hands-on experience and the imbalance of faculty/staff to community agency respondents may have skewed these results.

Respondents also had the opportunity to indicate that they had students engage in some other type of task. Those who did not have students engage in some other type of task felt that volunteer skills and the orientation they received were more important than did those that have students engage in some other type of task. This may be due to the types of other tasks that respondents indicated students completed. Most often, the other type of task was some type of manual labor, for example environmental restoration, food preparation, or cleaning. These types of tasks often do not require extensive orientation or knowledge prior to beginning the project. Many of these projects only require a brief introduction and on-site instruction for safety.

Those who did have respondents engaging in these other types of tasks reported being more satisfied with trust in the relationship and more satisfied that the community agency understands the university's mission and theory of service-learning. In contrast to the nature of the other types of tasks mentioned, projects that may take greater time to plan may mean an increase in interaction and input by the community agency and/or a greater investment by faculty/staff prior to beginning the project.

Length of student engagement. In this study, respondents who supervised students for a shorter duration tended to be more satisfied with the social benefits and the

community agency's satisfaction with the depth of the relationship. This is counter-intuitive, as Chisolm (2003) indicated, shorter-term programs can be more disruptive than helpful to community agencies and may not add much assistance without very careful attention being paid to program construction.

Wright (2000) noted that shorter programs may help in bringing service-learning into courses where instructors may not otherwise attempt experiential learning. The type of projects she recommended tended to be those that were easier to enter and exit, without adverse impacts to the community agency while still producing benefits for students. It may be that in the case of this set of respondents, careful attention was paid to the construction of the service-learning program that paid particular attention to creating a project useful to the community agency as mentioned in the previous section.

Faculty/staff and community agency interaction. Overall, greater frequency of contact tended to increase importance ratings on several factors and satisfaction ratings. This follows the findings of the study by Bringle, Officer, Grim, and Hatcher (2009), which indicated that greater frequency of interaction can lead to stronger relationships. At the same time, Sandy and Holland (2006) assert that community partners face a challenge in partnering with a campus and interacting directly with faculty. This inability to make direct contact may not have been an issue in the current sample because these specific relationships were those under study.

More frequent interaction among faculty/staff and community agency partners may also help community agency representatives become more involved in the service-learning programs in which they are partners, another important factor cited by Sandy and Holland (2006). This interaction may be even more important after the project for the

current sample. In general, respondents reported less frequent communication after the project. Increasing this communication may allow for partnerships to be built and sustained more easily. It is also this communication after the project that most likely involves assessment and evaluation of the program, in which community agencies would like to be involved, or at the very least made aware of the results (Sandy & Holland, 2006). Again, this was also found with the respondents to the current study—community agency respondents rated their involvement in the evaluation of the program as more important than did faculty/staff respondents to a statistically significant degree.

Finally, those who reported multiple communication methods reported greater satisfaction with both the depth and breadth of their relationships. Nearly half of respondents reported using three or four methods of communication. This may have also led to some of the skew in results. This greater array of interaction may have strengthened the relationships under study and led to higher ratings.

Written Responses

The written responses from both faculty/staff and community agency partners reflected a variety of themes. Faculty/staff reflected the difficulty they find in building and maintaining relationships with community agency partners due to staffing issues, understanding the diversity and culture of the recipients of service, and the difficulty in creating these relationships when there are intermediaries, whether through the university or the community agency's overseeing multiple sites. Community agency respondents cited similar concerns—including a desire for on-site coordinators from the university to oversee students and for the faculty/staff to be more responsive to changes in the program and communicating those changes to the community agency. Both groups cited

communication multiple times. This desire to have greater connection and more communication is also reflected in the literature (Sandy & Holland, 2006). And as was found in this study, with more frequent interaction there were several factors with which respondents were more satisfied than those who reported less frequent interaction. It may also be that these ideas of creating relationships and continuity may be a function of the shorter-term relationships involved. One way to mediate this is to have the faculty/staff create the continuity by establishing these ongoing relationships (Maternowski, Stoecker, & Tryon, 2009; Sandy & Holland, 2006) and possibly increasing the number of faculty/staff or courses involved.

Factors re-visited. Based on the feedback from respondents the factors upon which this study was based (see Table 1) were revised slightly to include themes that seemed to emerge repeatedly. Initially, the factor of *Positive Interpersonal Relationships* was defined as “Interactions between the agency and university are built on trust; interaction is based on mutual respect.” This was altered slightly to include the repeated mention of the need for continuity in relationships: “Interactions between the agency and university are *ongoing* and built on trust; interaction is focused on mutual respect.”

Additionally, for the factor *Satisfaction with University Interaction* the original definition was “The agency is satisfied with the depth and breadth of interaction with faculty and staff from the university.” This was expanded: “The agency is satisfied with the depth and breadth of interaction with faculty and staff from the university.

Communication is open and interaction is ongoing.”

These alterations, while small, reflect the need for both faculty/staff and community agencies to consider seriously the capacity of their organizations to carry on

and build the relationship. This is not easy to do, as many open-ended responses reflected the variety of individuals who may be involved as intermediaries and the turn-over at nonprofit organizations. However, this indicates a need to involve more parties in the relationship to the extent that should turn-over occur, the organization (whether the university or community agency) can continue the relationship.

Conclusion

Many of the goals of this study were reached: factors from the literature were synthesized and feedback was received from both faculty/staff and community agency service-learning participants and both domestic and international programs. While the study is not able to be generalized to all service-learning programs, it is a good attempt at surveying a variety of constituencies specifically in regards to community agency needs. In general, all sub-groups of this sample tended to view each item on the survey as important and were generally satisfied with how each factor was being carried out in their current relationship(s). Some of the most interesting findings arise in the open-ended responses. When given a chance to add their comments, respondents on both sides cited common issues with campus-community partnerships (nonprofit turnover, lack of communication from the university, etc.).

While assessing the impact of service-learning on a variety of constituencies is difficult (Driscoll, Holland, Gelmon, & Kerrigan, 1996) and the pedagogical benefits for students tend to be the most politicized and studied (Cruz & Giles, 2000), the community cannot be ignored. Aside from ethical concerns of omitting community impacts from service-learning assessment and research (Tonkin & Quiroga, 2004), weighty as they are, full support of community agency partners can only enhance the experience for all parties

involved. Research calls for greater attention to the reliability and validity of studies conducted into the impact of service-learning on the community (Miron & Moely, 2006), but this will not be done until more researchers turn their focus to the community, allowing studies to be repeated and validated.

All of this takes time and commitment. As can be inferred from the ever-increasing popularity of service-learning and the growing amount of research—dedicated professionals are beginning to tackle these issues. Hopefully this research, especially the synthesis of criteria, will help initiate and facilitate discussions between universities and the community to open communication and truly build equitable relationships.

Chapter 2: Suggestions for Future Research

In spite of the contributions of this study to the field of service-learning research, there are several modifications that could improve future studies. First, it may have been useful to add questions or a checklist to the start of the survey to determine that each program met the same criteria for inclusion (that they matched the definition of service-learning courses used), rather than allowing only for self-selection. This may have also provided additional criteria across which responses could be compared.

As to the design of the survey instrument, receiving feedback on the items prior to launching the study may have allowed for more refinement of each item and a deeper understanding of why respondents tended to rate the items as highly as they did and which items may have been too dense with service-learning terminology. It may have also allowed for a richer set of criteria if faculty/staff and community agencies were not given a framework that may have limited their thinking. Providing for free and open responses initially may have garnered some results not generally found in the literature. Another way to obtain richer data may have been to allow for relative ratings, to find out in comparison with each other, how important each factor is.

In addition, for future studies, the use of multiple universities may also allow for more variance in responses which would allow for a more representative sample, able to be generalized to a broad range of service-learning programs. The university used for this study has a strong service-learning department as well as a history of being recognized for its service and service-learning programs. Other universities with smaller service-learning programs, two-year institutions, and rural institutions may influence the

importance and satisfaction with each factor reflected by respondents and provide more differentiation in responses.

It may also be helpful to ensure that both sides of a relationship are participating in the survey. This may mean having more time to develop relationships with faculty/staff working on service-learning programs, which may be done through conducting the survey in person and/or soliciting further feedback after completion of an initial survey for programs that meet criteria for inclusion. Faculty/staff may have been more inclined to provide contact information to a researcher with whom they had developed a rapport. This would also help in developing the pool of potential international agencies as, in this case, information for these programs was only able to be found through their faculty/staff counterparts.

Finally, while the Relationship Inventory requested information about the interaction between the community agency and faculty/staff, there could have been more questions added to determine the depth of the relationships. For example, it would have been extremely helpful to know how long respondents had been involved in their current service-learning relationship(s) and/or how long they had been involved in service-learning in general. Their satisfaction with their current relationship(s) as it relates to the questions in the Relationship Inventory would have been helpful along with, again, the opportunity for respondents to comment or provide additional details about each question.

While measuring the impact of service-learning on all constituencies involved, especially complex constructs like community, presents a great challenge (Annette, 2002; Cruz & Giles, 2000) it is worth the effort to improve the experiences of all involved. As

mentioned, service-learning has a positive impact on students (Eyler, 2000), universities (Eyler, Giles, Stenson, & Gray, 2001), and contributes to community development (Cruz & Giles, 2000). As a direct partner in the process, community agency voice is extremely important and efforts to expand on emerging research can help make great strides in evaluating and improving service-learning.

In addition to including community agencies in the evaluation of programs (Sandy & Holland, 2006), drawing in researchers from related fields may help in ensuring community voice is represented. Service-learning researchers, especially faculty seeking to provide a case for the inclusion of such programs in curriculum have a specific lens through which they are viewing service-learning relationships. This lens naturally varies, not only between researchers, but also between fields of study. Drawing researchers in from fields like community development and nonprofit management will help shape the service-learning research agenda and provide a focus on community impact (for example see Gazley & Littlepage, 2009).

Table 1

Factors Important in Service-learning Relationships

Factor	Definition*	Source(s)
Agency Voice	The agency being served is given equitable voice in determining the goals and outcomes of service-learning projects; the actual needs and desires of the community are weighed along with those of the group providing service. The agency is included in the evaluation of the program.	Boyte, 2008; Bringle, Officer, Grim, & Hatcher, 2009; Chisolm, 2003; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Gazley & Littlepage, 2009; Liderman, Furco, Zapf, & Goss, 2002; McBride, Sherraden, & Lough, 2007; Miron & Moely, 2006; Plater, <i>in press</i> ; Sandy & Holland, 2006
Agency Benefit	The agency receives benefits from the relationship; <ul style="list-style-type: none"> • Economic (i.e., reduced costs due to volunteer labor), • Social (increased networks), and • Skill building all of which assist the agency in carrying out their mission.	Driscoll, Holland, Gelmon, & Kerrigan, 1996; Miron & Moely, 2006; Plater, <i>in press</i> ; Sandy & Holland, 2006
Positive Interpersonal Relationships	Interactions between the agency and the university are <i>ongoing</i> and built on trust; interaction is based on mutual respect.	Chisolm, 2003; Driscoll, Holland, Gelmon, & Kerrigan, 1996; Liederma, Furco, Zapf, & Goss, 2002; Plater, <i>in press</i> ; Sandy & Holland, 2006
Satisfaction with University Interaction	The agency is satisfied with the depth and breadth of interaction with faculty and staff from the University. <i>Communication is open and interaction is ongoing.</i>	Driscoll, Holland, Gelmon, & Kerrigan, 1996
Awareness of University	The agency is aware of the mission/goals of the University, as well as, the programs with which it interacts.	Driscoll, Holland, Gelmon, & Kerrigan, 1996

Transition	The regular workings of the agency are not adversely impacted when service projects begin and it is easy to return to normal work flow when volunteers complete their project. The departure of volunteers does not create a gap in agency functions.	<i>Bringle & Hatcher, 2002; Plater, Jones, Bringle, & Clayton, 2009</i>
Independence	The agency does not become reliant on its interaction with the university, should the nature of the relationship change, the agency will still be able to operate in a positive and productive manner.	<i>McBride, Sherraden, & Lough, 2007</i>
Awareness of Service-Learning Principles	The agency understands the faculty/staff members' theory of service-learning and how the service being performed is integrated into coursework.	<i>Sandy & Holland, 2006</i>
Preparation	Volunteers have the necessary skills and abilities prior to entering into the service project and/or are familiar with the project details prior to engaging in service. An appropriate orientation/training is planned to prepare volunteers.	<i>Cotton & Stanton, 1990; Sandy & Holland, 2006</i>
Cultural Awareness	The unique factors that make up the culture of the community being served and they are given weight before, during, and after the service project.	<i>Bacon, 2002; Liederman, Furco, Zapf, & Goss, 2002</i>

**Italicized segments indicate additions based on survey feedback.*

Table 2

Total Number of Participants by Type and Location

	Domestic	International	Total
Faculty/Staff	30	5	35
Community Agency	25	2	27
Total	55	7	62

Table 3

Frequency of Interaction Between Faculty/Staff and Community Agencies

Frequency	Stage of Program		
	Before	During	After
Never	0%	1.6%	6.5%
Very Rarely	14.5%	17.7%	14.5%
Rarely	16.1%	16.1%	21%
Occasionally	25.8%	24.2%	35.5%
Frequently	29%	19.4%	16.1%
Very Frequently	12.9%	21%	4.8%

Table 4

Factors Faculty/Staff Respondents Rated as More Important than Community Agency Respondents

Factor	<i>U</i> value*	<i>n</i>
The agency is included in the evaluation of the program.	359.5	62
The agency is satisfied with the depth of interaction with the faculty/staff member.	362	62
The agency does not become reliant on its relationship with the university.	306.5	62
Volunteers have the necessary skills and abilities prior to entering into the service project.	321	62

* $p < .05$

Table 5

Factors International Respondents Rated as More Important than Domestic Respondents

Factor	<i>U</i> value*	<i>n</i>
The agency is included in the evaluation of the program.	84.5	62
The agency receives social benefits from the relationship (for example, increased networking opportunities).	75.5**	62
The agency is satisfied with the breadth of interaction with the faculty/staff member.	96	61
The agency does not become reliant on its relationship with the university.	100.5	61
Volunteers are familiar with the project details prior to engaging in service.	107 [†]	62
An appropriate orientation/training is planned to prepare volunteers.	99.5	62
The unique factors that make up the culture of the community being served are given weight <i>after</i> to the project.	74**	60

* $p < .05$ ** $p < .01$ [†] $p = .058$

Table 6

Communication During Service-Learning Project and Importance Factors

Factor	χ^2 value*	<i>n</i>
The relationship between the faculty/staff and agency are built on trust.	12.02	62
Interaction between the agency and faculty/staff are based on mutual respect.	16.01	62
Volunteers are familiar with the with the project details prior to engaging in service.	13.18	62
Volunteers understand the unique factors that make up the culture of the community being served.	14.93	62
The unique factors that make up the culture of the community being served are given weight <i>before</i> the project.	17.17**	62
The unique factors that make up the culture of the community being served are given weight <i>during</i> the project.	15.38**	61
The unique factors that make up the culture of the community being served are given weight <i>after</i> the project.	12.46**	60

Note. Those who reported never having communication found the factors most important, followed by those that reported very frequent, very rare, frequent, occasional, and rare communication.

* $p < .05$, ** $p < .01$

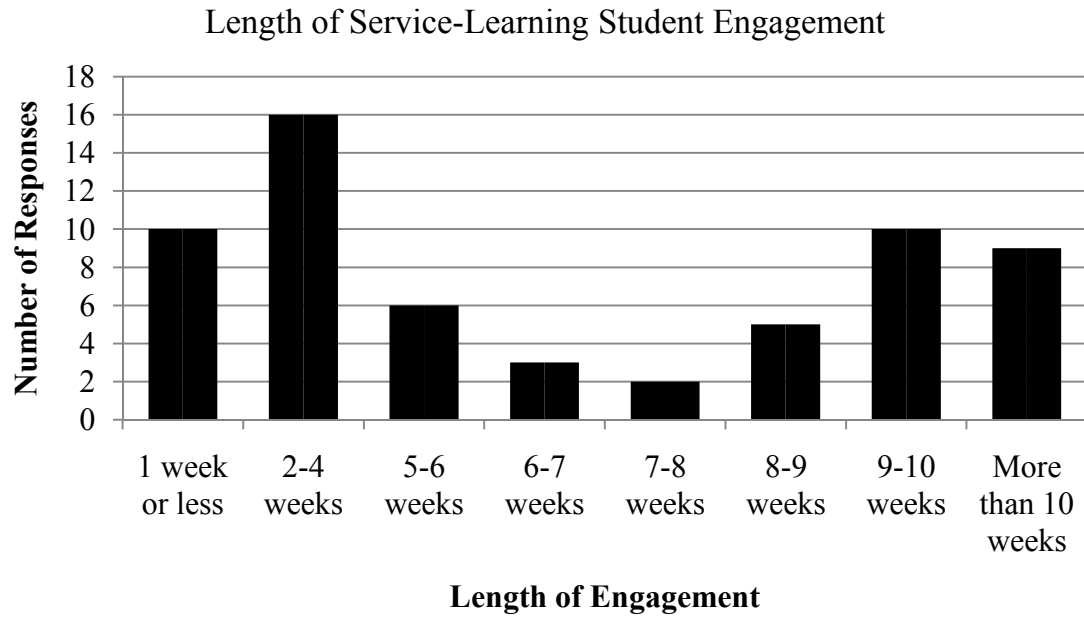


Figure 1. The distribution of responses regarding the length of student engagement in service-learning projects at community agencies. Respondents include the total sample, regardless of location or affiliation (university or community agency).

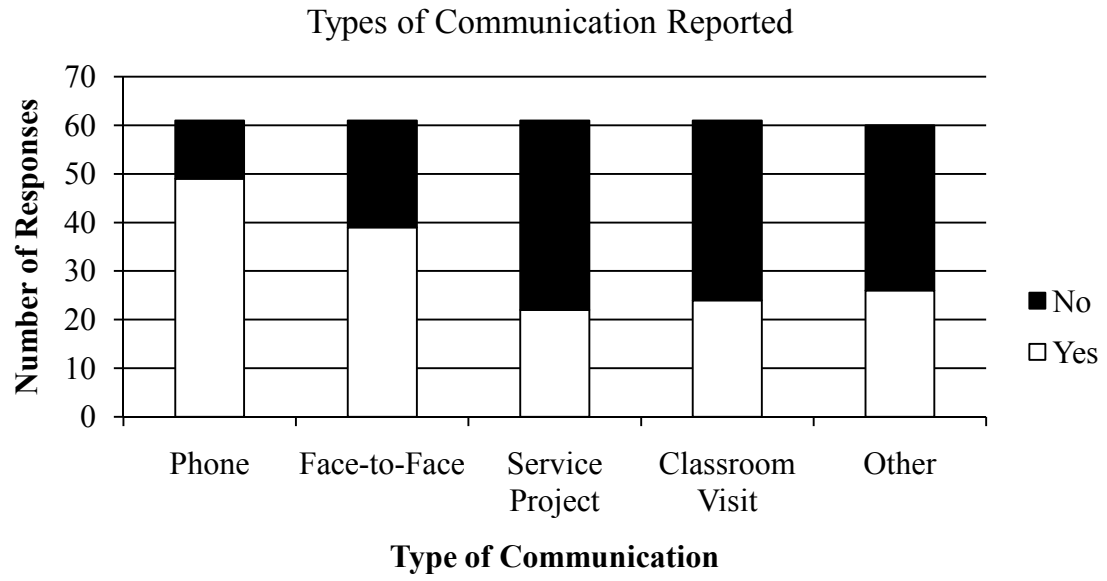


Figure 2. Number of respondents reporting whether they use each type of communication provided in the survey. Other survey responses most often indicated use of email, though some respondents indicate the use of videoconferencing software, like Skype.

Appendix A

Surveys

Faculty/Staff Survey

IUPUI and CLARIAN INFORMED CONSENT STATEMENT FOR

Faculty/Staff-Community Agency Perceptions of Service-Learning Study

You are invited to participate in a research study of the factors important in creating and maintaining service-learning relationships with community agencies. You were selected as a possible participant because you supervise students who interact with community agencies through service-learning. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

The study is being conducted by Erin Quiring, graduate student at the Center on Philanthropy and School of Public and Environmental Affairs at IUPUI as part of a master's thesis.

STUDY PURPOSE:

The purpose of this study is to determine what factors service-learning sites and the faculty/staff members who sponsor service-learning programs feel are important to making service meaningful to the community and the extent to which they are satisfied with how those factors are being carried out in current service-learning programs.

NUMBER OF PEOPLE TAKING PART IN THE STUDY:

If you agree to participate, you will be one of approximately 30 service site providers or 30 faculty/staff members who will be participating in this research.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, you will fill out a brief survey related to your views of meaningful service-learning.

RISKS OF TAKING PART IN THE STUDY:

The risks of participation in the study will be minimal. It is possible that you may become anxious or uncomfortable sharing sensitive material. If you become anxious or uncomfortable at any time during the study, you may choose not to complete the survey.

If you feel undue discomfort or upset due to the minimal risks involved in this study before or after your participation, please contact the principal researcher (E. Quiring).

BENEFITS OF TAKING PART IN THE STUDY:

The benefits of participation are furthering knowledge and having the potential for self-development in learning something about yourself through reflection in completing the questionnaire. There is also the potential for helping develop the field of service-learning.

ALTERNATIVES TO TAKING PART IN THE STUDY:

All participation in this study is strictly voluntary and can be terminated at any time without penalty.

CONFIDENTIALITY:

Efforts will be made to keep your personal information confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Your identity will be held in confidence in reports in which the study may be published. The original survey responses will only be viewed by the principal investigator.

CONTACTS FOR QUESTIONS OR PROBLEMS:

For questions about the study, contact the researcher Erin Quiring at 317-274-3663, equiring@iupui.edu. If you cannot reach the researcher during regular business hours (i.e. 8:00AM-5:00PM), please call the IUPUI/Clarian Research Compliance Administration office at (317) 278-3458 or (800) 696-2949.

For questions about your rights as a research participant or to discuss problems, complaints or concerns about a research study, or to obtain information, or offer input, contact the IUPUI/Clarian Research Compliance Administration office at (317) 278-3458 or (800) 696-2949.

VOLUNTARY NATURE OF STUDY:

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty or loss of benefits to which you are entitled. Your decision whether or not to participate in this study will not affect your current or future relations with IUPUI.

PARTICIPANT'S CONSENT:

In consideration of all of the above, I give my consent to participate in this research study.

I will be given a copy of this informed consent document to keep for my records. I agree to take part in this study.

Participant's Printed Name: _____

Participant's Signature: _____ **Date:** _____
(must be dated by the participant)

Faculty/Staff-Community Agency Perceptions of Service-Learning Study

Please take a moment to reflect on each statement below based on your experiences with service-learning students. Please indicate **HOW IMPORTANT** each statement is to you when creating relationships with community agencies and **HOW SATISFIED** you are with how the factor is carried out in your current service-learning program based on the following scales:

IMPORTANCE SCALE	SATISFACTION SCALE
1 – Unimportant	1 – Very Dissatisfied
2 – Of Little Importance	2 – Dissatisfied
3 – Moderately Important	3 – Neither Satisfied nor Dissatisfied
4 – Important	4 – Satisfied
5 – Very Important	5 – Very Satisfied

Statement	Importance					Satisfaction				
1. The community agency is given an equitable voice in determining the goals and outcomes of the service-learning project.	1	2	3	4	5	1	2	3	4	5
2. The actual needs and desires of the community agency are weighed along with those of the group providing service.	1	2	3	4	5	1	2	3	4	5
3. The agency is included in the evaluation of the program.	1	2	3	4	5	1	2	3	4	5
4. The agency receives economic benefits from the relationship (for example, reduced costs due to volunteer labor).	1	2	3	4	5	1	2	3	4	5
5. The agency receives social benefits from the relationship (for example, increased networking opportunities).	1	2	3	4	5	1	2	3	4	5
6. The agency receives training or other skill building benefits from the relationship.	1	2	3	4	5	1	2	3	4	5
7. The relationship between the agency and faculty/staff is built on trust.	1	2	3	4	5	1	2	3	4	5
8. Interactions between the agency and faculty/staff are based on mutual respect.	1	2	3	4	5	1	2	3	4	5
9. The agency is satisfied with the depth of interaction with the faculty/staff member.	1	2	3	4	5	1	2	3	4	5
10. The agency is satisfied with the breadth of interaction with the faculty/staff member.	1	2	3	4	5	1	2	3	4	5
11. The agency is aware of the mission/goals of the University.	1	2	3	4	5	1	2	3	4	5
12. The agency is aware of the mission/goals of the faculty/staff and program with which it interacts.	1	2	3	4	5	1	2	3	4	5
13. The regular workings of the agency are not adversely impacted when service projects begin.	1	2	3	4	5	1	2	3	4	5
14. The departure of volunteers does not adversely impact the workings of the agency.	1	2	3	4	5	1	2	3	4	5
15. The departure of volunteers does not leave a gap in agency services.	1	2	3	4	5	1	2	3	4	5
16. The end of the service project is planned.	1	2	3	4	5	1	2	3	4	5
Statement	Importance					Satisfaction				

Statement	Importance					Satisfaction				
17. The agency does not become reliant on its relationship with the university.	1	2	3	4	5	1	2	3	4	5
18. The agency understands the University's theory of service-learning.	1	2	3	4	5	1	2	3	4	5
19. The agency understands how the service being performed is integrated into coursework.	1	2	3	4	5	1	2	3	4	5
20. Volunteers have the necessary skills and abilities prior to entering into the service project.	1	2	3	4	5	1	2	3	4	5
21. Volunteers are familiar with the project details prior to engaging in service.	1	2	3	4	5	1	2	3	4	5
22. An appropriate orientation/training is planned to prepare volunteers.	1	2	3	4	5	1	2	3	4	5
23. Volunteers understand the unique factors that make up the culture of the community being served.	1	2	3	4	5	1	2	3	4	5
24. The unique factors that make up the culture of the community being served are given weight <i>before</i> the project.	1	2	3	4	5	1	2	3	4	5
25. The unique factors that make up the culture of the community being served are given weight <i>during</i> the project.	1	2	3	4	5	1	2	3	4	5
26. The unique factors that make up the culture of the community being served are given weight <i>after</i> to the project.	1	2	3	4	5	1	2	3	4	5

27. Are there any other factors not listed that you find important in creating and maintaining relationships with the community agency(ies) you work with?

28. Other comments:

Relationship Inventory

Instructions: Please complete the following information by filling in the blank or circling the answer that best describes your relationship with your primary community agency.

1. How often do you supervise service-learning students?
 - a. 1-2 times/year
 - b. 3-4 times/year
 - c. 5-6 times/year
 - d. 7 or more times/year
2. What type of service-learning activities do they engage in (circle all that apply)?
 - a. Professional projects (analyzing some aspect of the agency and creating a final report or recommendations)
 - b. Working directly with clients
 - c. Administrative tasks
 - d. Other (describe): _____
3. On average, how long do students interact with a community agency?
 - a. 1 week or less
 - b. 2-4 weeks
 - c. 5-6 weeks
 - d. 6-7 weeks
 - e. 7-8 weeks
 - f. 8-9 weeks
 - g. 9-10 weeks
 - h. More than 10 weeks (duration _____)
4. On average, how often do you interact with the community agency representative with whom you run the program BEFORE students begin their service?
 - a. Never
 - b. Very Rarely
 - c. Rarely
 - d. Occasionally
 - e. Frequently
 - f. Very Frequently
5. On average, how often do you interact with the community agency representative with whom you run the program DURING students' service?
 - a. Never
 - b. Very Rarely
 - c. Rarely
 - d. Occasionally
 - e. Frequently
 - f. Very Frequently

6. On average, how often do you interact with the community agency representative with whom you run the program AFTER students finish their service?
- a. Never
 - b. Very Rarely
 - c. Rarely
 - d. Occasionally
 - e. Frequently
 - f. Very Frequently
7. What do your interactions typically entail? (Circle all that apply).
- a. Phone conversations
 - b. Face-to-face conversations
 - c. Service project
 - d. Classroom visit/presentation
 - e. Other (describe)_____

Community Agency Survey (English)

IUPUI and CLARIAN INFORMED CONSENT STATEMENT FOR

Faculty/Staff-Community Agency Perceptions of Service-Learning Study

You are invited to participate in a research study of the factors important in creating and maintaining service-learning relationships with community agencies. You were selected as a possible participant because you host service-learning students at your agency. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

The study is being conducted by Erin Quiring, graduate student at the Center on Philanthropy and School of Public and Environmental Affairs at IUPUI as part of a master's thesis.

STUDY PURPOSE:

The purpose of this study is to determine what factors service-learning sites and the faculty/staff members who sponsor service-learning programs feel are important to making service meaningful to the community and the extent to which they are satisfied with how those factors are being carried out in current service-learning programs.

NUMBER OF PEOPLE TAKING PART IN THE STUDY:

If you agree to participate, you will be one of approximately 30 service site providers or 30 faculty/staff members who will be participating in this research.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, you will fill out a brief survey related to your perceptions of meaningful service-learning.

RISKS OF TAKING PART IN THE STUDY:

The risks of participation in the study will be minimal. It is possible that you may become anxious or uncomfortable sharing sensitive material. If you become anxious or uncomfortable at any time during the study, you may choose not to complete the survey.

If you feel undue discomfort or upset due to the minimal risks involved in this study before or after your participation, please contact the principal researcher (E. Quiring).

BENEFITS OF TAKING PART IN THE STUDY:

The benefits of participation are furthering knowledge and having the potential for self-development in learning something about yourself through reflection in completing the questionnaire. There is also the potential for helping develop the field of service-learning.

ALTERNATIVES TO TAKING PART IN THE STUDY:

All participation in this study is strictly voluntary and can be terminated at any time without penalty.

CONFIDENTIALITY:

Efforts will be made to keep your personal information confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Your identity will be held in confidence in reports in which the study may be published. The original survey responses will only be viewed by the principal investigator.

CONTACTS FOR QUESTIONS OR PROBLEMS:

For questions about the study, contact the researcher Erin Quiring at 317-274-3663, equiring@iupui.edu. If you cannot reach the researcher during regular business hours (i.e. 8:00AM-5:00PM), please call the IUPUI/Clarian Research Compliance Administration office at (317) 278-3458 or (800) 696-2949.

For questions about your rights as a research participant or to discuss problems, complaints or concerns about a research study, or to obtain information, or offer input, contact the IUPUI/Clarian Research Compliance Administration office at (317) 278-3458 or (800) 696-2949.

VOLUNTARY NATURE OF STUDY:

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty or loss of benefits to which you are entitled. Your decision whether or not to participate in this study will not affect your current or future relations with IUPUI.

PARTICIPANT'S CONSENT:

In consideration of all of the above, I give my consent to participate in this research study.

I will be given a copy of this informed consent document to keep for my records. I agree to take part in this study.

Participant's Printed Name: _____

Participant's Signature: _____ **Date:** _____
(must be dated by the participant)

Faculty/Staff-Community Agency Perceptions of Service-Learning Study

Please take a moment to reflect on each statement below based on your experiences with service-learning students. Please indicate **HOW IMPORTANT** each statement is to you when creating relationships with service-learning programs and **HOW SATISFIED** you are with how the factor is carried out in your current service-learning program based on the following scales:

IMPORTANCE SCALE	SATISFACTION SCALE
1 – Unimportant	1 – Very Dissatisfied
2 – Of Little Importance	2 – Dissatisfied
3 – Moderately Important	3 – Neither Satisfied nor Dissatisfied
4 – Important	4 – Satisfied
5 – Very Important	5 – Very Satisfied

Statement	Importance					Satisfaction				
1. The community agency is given an equitable voice in determining the goals and outcomes of the service-learning project.	1	2	3	4	5	1	2	3	4	5
2. The actual needs and desires of the community agency are weighed along with those of the group providing service.	1	2	3	4	5	1	2	3	4	5
3. The agency is included in the evaluation of the program.	1	2	3	4	5	1	2	3	4	5
4. The agency receives economic benefits from the relationship (for example, reduced costs due to volunteer labor).	1	2	3	4	5	1	2	3	4	5
5. The agency receives social benefits from the relationship (for example, increased networking opportunities).	1	2	3	4	5	1	2	3	4	5
6. The agency receives training or other skill building benefits from the relationship.	1	2	3	4	5	1	2	3	4	5
7. The relationship between the agency and faculty/staff is built on trust.	1	2	3	4	5	1	2	3	4	5
8. Interactions between the agency and faculty/staff are based on mutual respect.	1	2	3	4	5	1	2	3	4	5
9. The agency is satisfied with the depth of interaction with the faculty/staff member.	1	2	3	4	5	1	2	3	4	5
10. The agency is satisfied with the breadth of interaction with the faculty/staff member.	1	2	3	4	5	1	2	3	4	5
11. The agency is aware of the mission/goals of the University.	1	2	3	4	5	1	2	3	4	5
12. The agency is aware of the mission/goals of the faculty/staff and program with which it interacts.	1	2	3	4	5	1	2	3	4	5
13. The regular workings of the agency are not adversely impacted when service projects begin.	1	2	3	4	5	1	2	3	4	5
14. The departure of volunteers does not adversely impact the workings of the agency.	1	2	3	4	5	1	2	3	4	5
15. The departure of volunteers does not leave a gap in agency services.	1	2	3	4	5	1	2	3	4	5
16. The end of the service project is planned.	1	2	3	4	5	1	2	3	4	5

Statement	Importance					Satisfaction				
17. The agency does not become reliant on its relationship with the university.	1	2	3	4	5	1	2	3	4	5
18. The agency understands the University's theory of service-learning.	1	2	3	4	5	1	2	3	4	5
19. The agency understands how the service being performed is integrated into coursework.	1	2	3	4	5	1	2	3	4	5
20. Volunteers have the necessary skills and abilities prior to entering into the service project.	1	2	3	4	5	1	2	3	4	5
21. Volunteers are familiar with the project details prior to engaging in service.	1	2	3	4	5	1	2	3	4	5
22. An appropriate orientation/training is planned to prepare volunteers.	1	2	3	4	5	1	2	3	4	5
23. Volunteers understand the unique factors that make up the culture of the community being served.	1	2	3	4	5	1	2	3	4	5
24. The unique factors that make up the culture of the community being served are given weight <i>before</i> the project.	1	2	3	4	5	1	2	3	4	5
25. The unique factors that make up the culture of the community being served are given weight <i>during</i> the project.	1	2	3	4	5	1	2	3	4	5
26. The unique factors that make up the culture of the community being served are given weight <i>after</i> to the project.	1	2	3	4	5	1	2	3	4	5

27. Are there any other factors not listed that you find important in creating and maintaining relationships with the faculty/staff you work with?

28. Other comments:

Relationship Inventory

Instructions: Please complete the following information by filling in the blank or circling the answer that best describes your relationship with your primary faculty/staff contact.

1. How often do you host service-learning students at your agency?
 - a. 1-2 times/year
 - b. 3-4 times/year
 - c. 5-6 times/year
 - d. 7 or more times/year
2. What type of service-learning activities do they engage in (circle all that apply)?
 - a. Professional projects (analyzing some aspect of the agency and creating a final report or recommendations)
 - b. Working directly with clients
 - c. Administrative tasks
 - d. Other (describe): _____
3. On average, how long do students interact with your agency?
 - a. 1 week or less
 - b. 2-4 weeks
 - c. 5-6 weeks
 - d. 6-7 weeks
 - e. 7-8 weeks
 - f. 8-9 weeks
 - g. 9-10 weeks
 - h. More than 10 weeks (duration _____)
4. On average, how often do you interact with the faculty/staff member from the university with whom you run the program BEFORE students begin their service?
 - a. Never
 - b. Very Rarely
 - c. Rarely
 - d. Occasionally
 - e. Frequently
 - f. Very Frequently
5. On average, how often do you interact with the faculty/staff member from the university with whom you run the program DURING students' service?
 - a. Never
 - b. Very Rarely
 - c. Rarely
 - d. Occasionally
 - e. Frequently
 - f. Very Frequently

6. On average, how often do you interact with the faculty/staff member from the university with whom you run the program AFTER students finish their service?
- a. Never
 - b. Very Rarely
 - c. Rarely
 - d. Occasionally
 - e. Frequently
 - f. Very Frequently
7. What do your interactions typically entail? (Circle all that apply).
- a. Phone conversations
 - b. Face-to-face conversations
 - c. Service project
 - d. Classroom visit/presentation
 - e. Other (describe)_____

Community Agency Survey (Spanish)

FORMULARIO DE DECLARACIÓN DE CONSENTIMIENTO INFORMADO de IUPUI y CLARIAN

Estudio de las Percepciones de la Facultad/Personal y las Agencias Comunitarias de Servicio Solidario

Usted está invitado a participar en un estudio de investigación acerca de los factores importantes en crear y mantener relaciones de servicio solidario con agencias comunitarias. Usted fue escogido como un posible participante porque usted es un anfitrión de estudiantes de servicio solidario en su entidad. Nosotros pedimos que usted lea este formulario y haga cualquier pregunta que usted tenga antes de que usted esté de acuerdo en participar en este estudio de investigación.

El estudio de investigación es llevado a cabo por Erin Quiring, estudiante posgraduada en el Centro de Filantropía y La Escuela de Asuntos Públicos y Ambientales (School of Public and Environmental Affairs) en IUPUI como parte de su tesis de maestría.

PROPOSITO DEL ESTUDIO:

El propósito de este estudio es el determinar cuáles factores son importantes para que los servicios solidarios y sus anfitriones puedan proveer un servicio significativo a la comunidad hasta cierto punto que ellos estén satisfechos en cómo estos factores son llevados a cabo en programas actuales de servicio solidario.

NUMERO DE GENTE PARTICIPANDO EN EL ESTUDIO:

Si usted está de acuerdo en participar en este estudio, usted será uno de aproximadamente 30 proveedores de áreas de servicio solidario o 30 miembros de facultad/personal quienes van a participar en este estudio de investigación.

PROCEDIMIENTOS PARA ESTE ESTUDIO:

Si usted está de acuerdo en participar en este estudio, usted rellenada una breve encuesta relacionada sobre sus percepciones de un servicio solidario significativo.

RIESGOS DE TOMAR PARTE EN EL ESTUDIO:

Los riesgos de participación en el estudio de investigación serán mínimos. Es posible que usted se sienta preocupado o incomodo al compartir información sensitiva. Si usted se pone preocupado u incomodo en cualquier momento durante el estudio, usted puede escoger el no completar la encuesta.

Si usted aún se siente incomodo u molesto durante o después del estudio por los riesgos mínimos involucrados en esta participación, por favor contacte a la investigadora principal (E. Quiring).

BENEFICIOS DE TOMAR PARTE EN EL ESTUDIO:

Los beneficios de participación son el desarrollo de conocimiento y tener el potencial de autodesarrollo en aprender algo acerca de usted por medio de reflexión en completar el cuestionario. También hay un potencial para ayudar a desarrollar el campo de servicio solidario.

ALTERNATIVAS AL TOMAR PARTE EN EL ESTUDIO:

Toda la participación en este estudio es estrictamente voluntaria y puede rescindir en cualquier tiempo sin alguna consecuencia.

CONFIDENCIALIDAD:

Se harán esfuerzos para mantener su información confidencial. Nosotros no podemos garantizar confidencialidad absoluta. Tu información personal puede ser revelada si es requerido por la ley. Su identidad va a ser mantenida confidencial en reportes los cuales el estudio pueda ser publicado. Las respuestas de la encuesta original van a ser vistos por el investigador principal.

CONTACTOS PARA PREGUNTAS O PROBLEMAS:

Para preguntas acerca del estudio, contacte a la investigadora Erin Quiring al 317-274-3663, equiring@iupui.edu. Si usted no puede comunicarse con la investigadora durante horario de trabajo regular (i.e. 8:00AM-5:00PM), por favor llame la oficina de Administración de la Conformidad de Investigación de IUPUI/Clarian al (317) 278-3458 o al (800) 696-2949.

Para preguntas acerca de sus derechos como un participante de investigación o para discutir problemas, quejas o asuntos acerca de un estudio de investigación, o para obtener información, u ofrecer aportación al estudio de investigación, contacte la oficina de Administración de la Conformidad de Investigación de IUPUI/Clarian al (317) 278-3458 o al (800) 696-2949.

NATURALEZA DEL ESTUDIO:

Tomando parte en este estudio es voluntario, usted puede escoger el no tomar parte u dejar el estudio de investigación en cualquier momento. Dejando el estudio no resultara en alguna consecuencia u pérdida de beneficios a los cuales usted está autorizado. Su decisión por participar o no participar en el estudio no afectaran sus relaciones actuales o futuras con IUPUI.

CONSENTIMIENTO DEL PARTICIPANTE:

En consideración con todas las anteriores, yo doy mi consentimiento para participar en el estudio de investigación.

Se me dará una copia de este consentimiento de declaración para mantenerlo para mis propios archivos. Yo estoy de acuerdo en tomar parte en este estudio.

Nombre Impreso del Participante:_____

Firma del Participante:_____ **Fecha:**_____

(Tiene que estar fechado por el tema)

Percepciones de la Facultad/Personal sobre la Entidad de los Estudios de Servicio Solidario

Por favor tome un momento para reflexionar en cada declaración abajo basado en tus experiencias con estudiantes de servicio solidario. Por favor indique **QUE IMPORTANTE** cada declaración es para usted cuando se están creando interacciones con programas de servicio solidario y **QUE TAN SATISFECHO** usted está en cómo los factores son llevados a cabo en su programa de servicio solidario actual basado en las siguientes escalas:

ESCALA DE IMPORTANCIA	ESCALA DE SATISFACCION
1 – Sin Importancia	1 – Muy insatisfecho
2 – Con poca importancia	2 – Insatisfecho
3 – Moderadamente Importante	3 – Ni Satisfecho y Insatisfecho
4 – Importante	4 – Satisfecho
5 – Muy Importante	5 – Muy Satisfecho

Declaración	Importancia					Satisfacción				
1. La agencia comunitaria tiene una voz de igualdad en determinar las metas y resultados del proyecto de servicio solidario.	1	2	3	4	5	1	2	3	4	5
2. Las necesidades y deseos actuales de la agencia comunitaria son expresados junto con los de los grupos quienes proveen este servicio.	1	2	3	4	5	1	2	3	4	5
3. La agencia es incluida en la evaluación del programa.	1	2	3	4	5	1	2	3	4	5
4. La agencia recibe beneficios económicos de las relaciones (por ejemplo, costos reducidos debido a la labor voluntaria)	1	2	3	4	5	1	2	3	4	5
5. La agencia recibe beneficios sociales de las relaciones (por ejemplo, incrementación de oportunidades de conexiones).	1	2	3	4	5	1	2	3	4	5
6. La agencia recibe entrenamiento u otros beneficios de habilidades sociales de las relaciones.	1	2	3	4	5	1	2	3	4	5
7. La relación entre la agencia y la facultad /personal es construido en confianza.	1	2	3	4	5	1	2	3	4	5
8. Interacciones entre la agencia y la facultad/personal están basados en respeto mutuo.	1	2	3	4	5	1	2	3	4	5
9. La agencia está satisfecha con la profundidad de interacción con el miembro de la facultad/personal.	1	2	3	4	5	1	2	3	4	5
10. La agencia está satisfecha con la amplitud de interacciones con el miembro de la facultad/personal.	1	2	3	4	5	1	2	3	4	5
11. La agencia esta consiente de la misión/metad de la Universidad.	1	2	3	4	5	1	2	3	4	5
12. La agencia esta consiente de la misión/metad de la facultad/personal y el programa con el cual este se relaciona.	1	2	3	4	5	1	2	3	4	5
13. El funcionamiento regular de la agencia no serán desfavorablemente impactado cuando el servicio solidario comience.	1	2	3	4	5	1	2	3	4	5

Declaración	Importancia					Satisfacción				
14. La partida de voluntarios no afecta desfavorablemente el funcionamiento de la agencia.	1	2	3	4	5	1	2	3	4	5
15. La partida de voluntarios no deja un hueco en los servicios de la agencia.	1	2	3	4	5	1	2	3	4	5
16. El final del proyecto de servicio es planeado.	1	2	3	4	5	1	2	3	4	5
17. La agencia no se hace dependiente de sus relaciones con la Universidad.	1	2	3	4	5	1	2	3	4	5
18. La agencia entiende la teoría de servicio solidario de la Universidad.	1	2	3	4	5	1	2	3	4	5
19. La agencia entiende como el servicio que se está realizando es integrado a la asignatura.	1	2	3	4	5	1	2	3	4	5
20. Voluntarios tienen las necesarias destrezas y habilidades antes de entrar en el proyecto de servicio.	1	2	3	4	5	1	2	3	4	5
21. Voluntarios están familiarizados con los detalles del proyecto antes de dedicarse al servicio.	1	2	3	4	5	1	2	3	4	5
22. Una orientación/entrenamiento apropiada/o es planeado para preparar a los voluntarios.	1	2	3	4	5	1	2	3	4	5
23. Voluntarios entienden los factores únicos que hacen la cultura de la comunidad a la cual se le es servida.	1	2	3	4	5	1	2	3	4	5
24. Los factores únicos que hacen la cultura de la comunidad a la cual se le está sirviendo son reforzados <i>antes</i> del proyecto.	1	2	3	4	5	1	2	3	4	5
25. Los factores únicos que hacen la cultura de la comunidad a la cual se le está sirviendo son reforzados <i>durante</i> el proyecto.	1	2	3	4	5	1	2	3	4	5
26. Los factores únicos que hacen la cultura de la comunidad a la cual se le está sirviendo son reforzados <i>después</i> del proyecto.	1	2	3	4	5	1	2	3	4	5

27. ¿Hay mas factores que no están en este formulario y que usted crea importantes en crear y mantener relaciones con la facultad/personal con quien trabaja usted?

28. Otros Comentarios:

Inventario de Interacciones

Instrucciones: Por favor complete la siguiente información por medio de llenar los espacios en blanco o circulando las respuestas que mayor describan su interacción con su principal contacto (facultad o personal) de la universidad.

1. ¿Con cuanta frecuencia usted anfitriona estudiantes de servicio solidario en su agencia?
 - a. 1-2 veces/año
 - b. 3-4 veces/año
 - c. 5-6 veces/año
 - d. 7 o más veces al año

2. ¿En qué tipos de actividades de servicio solidario se involucran los estudiantes (Marque todas las respuestas que correspondan)?
 - a. Proyectos profesionales (analizando algunos aspectos de la agencia y creando un informe final u recomendaciones)
 - b. Trabajando directamente con clientes
 - c. Tareas Administrativas
 - d. Otros (describa): _____

3. En promedio, ¿Cuánto tiempo los estudiantes se relacionan con su agencia?
 - a. 1 semana o menos
 - b. 2-4 semanas
 - c. 5-6 semanas
 - d. 6-7 semanas
 - e. 7-8 semanas
 - f. 8-9 semanas
 - g. 9-10 semanas
 - h. Más de 10 semanas (duración_____)

4. En promedio, ¿cuánto tiempo usted se relaciona con un miembro de facultad/personal de la Universidad con quien usted coordina el programa ANTES de que los estudiantes comiencen su servicio?
 - a. Nunca
 - b. Muy raramente
 - c. Raramente
 - d. Ocasionalmente
 - e. Frecuentemente
 - f. Muy frecuentemente

5. En promedio, ¿cuánto tiempo usted se relaciona con un miembro de facultad/personal de la Universidad con quien usted coordina el programa DURANTE de que los estudiantes comiencen su servicio?
 - a. Nunca
 - b. Muy raramente

- c. Raramente
 - d. Ocasionalmente
 - e. Frecuentemente
 - f. Muy frecuentemente
6. En promedio, ¿cuánto tiempo usted se relaciona con un miembro de facultad/personal de la Universidad con quien usted coordina el programa DESPUES de que los estudiantes comiencen su servicio?
- a. Nunca
 - b. Muy raramente
 - c. Raramente
 - d. Ocasionalmente
 - e. Frecuentemente
 - f. Muy frecuentemente
7. ¿Qué es lo que sus relaciones con estudiantes típicamente implican? (Marque todas las respuestas que correspondan)
- a. Interacciones telefónicas
 - b. Interacciones cara a cara
 - c. Proyecto de Servicio
 - d. Visita/Presentación en una clase
 - e. Otros (describa): _____

Appendix B

Overall Importance Means (Total Sample)

Survey Item	Mean*
1. Interactions between the agency and faculty/staff are based on mutual respect.	4.70
2. The relationship between the agency and faculty/staff is built on trust.	4.61
3. The regular workings of the agency are not adversely impacted when service projects begin.	4.45
4. The actual needs and desires of the community agency are weighed along with those of the group providing service.	4.42
5. Volunteers understand the unique factors that make up the culture of the community being served.	4.41
6. The community agency is given an equitable voice in determining the goals and outcomes of the service-learning project.	4.32
7. The end of the service project is planned.	4.30
8. Volunteers are familiar with the project details prior to engaging in service.	4.27
9. The departure of volunteers does not adversely impact the workings of the agency.	4.25
10. The unique factors that make up the culture of the community being served are given weight <i>during</i> the project.	4.24
11. An appropriate orientation/training is planned to prepare volunteers.	4.24
12. The departure of volunteers does not leave a gap in agency services.	4.17
13. The agency is satisfied with the depth of interaction with the faculty/staff member.	4.17
14. The agency is aware of the mission/goals of the faculty/staff and program with which it interacts.	4.16
15. The agency is included in the evaluation of the program.	4.15
16. The unique factors that make up the culture of the community being served are given weight <i>before</i> the project.	4.10
17. The agency receives social benefits from the relationship (for example, increased networking opportunities).	3.98

18. Volunteers have the necessary skills and abilities prior to entering into the service project.	3.98
19. The agency is satisfied with the breadth of interaction with the faculty/staff member.	3.94
20. The unique factors that make up the culture of the community being served are given weight <i>after</i> to the project.	3.93
21. The agency is aware of the mission/goals of the University.	3.91
22. The agency receives economic benefits from the relationship (for example, reduced costs due to volunteer labor).	3.90
23. The agency understands the University's theory of service-learning.	3.90
24. The agency understands how the service being performed is integrated into coursework.	3.82
25. The agency does not become reliant on its relationship with the university.	3.69
26. The agency receives training or other skill building benefits from the relationship.	3.38

*in descending order

Appendix C

Overall Satisfaction Means (Total Sample)

Survey Item	Mean*
1. Interactions between the agency and faculty/staff are based on mutual respect.	4.39
2. The relationship between the agency and faculty/staff is built on trust.	4.28
3. The actual needs and desires of the community agency are weighed along with those of the group providing service.	4.21
4. The regular workings of the agency are not adversely impacted when service projects begin.	4.19
5. The end of the service project is planned.	4.18
6. The departure of volunteers does not adversely impact the workings of the agency.	4.18
7. Volunteers are familiar with the project details prior to engaging in service.	4.17
8. The community agency is given an equitable voice in determining the goals and outcomes of the service-learning project.	4.15
9. The agency receives economic benefits from the relationship (for example, reduced costs due to volunteer labor).	4.13
10. The departure of volunteers does not leave a gap in agency services.	4.05
11. Volunteers understand the unique factors that make up the culture of the community being served.	4.03
12. Volunteers have the necessary skills and abilities prior to entering into the service project.	4.02
13. The unique factors that make up the culture of the community being served are given weight <i>during</i> the project.	3.98
14. An appropriate orientation/training is planned to prepare volunteers.	3.97
15. The agency does not become reliant on its relationship with the university.	3.92
16. The agency is satisfied with the depth of interaction with the faculty/staff member.	3.91

17. The agency receives social benefits from the relationship (for example, increased networking opportunities).	3.89
18. The unique factors that make up the culture of the community being served are given weight <i>before</i> the project.	3.87
19. The agency is aware of the mission/goals of the faculty/staff and program with which it interacts.	3.86
20. The unique factors that make up the culture of the community being served are given weight <i>after</i> to the project.	3.85
21. The agency is satisfied with the breadth of interaction with the faculty/staff member.	3.84
22. The agency understands the University's theory of service-learning.	3.76
23. The agency is aware of the mission/goals of the University.	3.73
24. The agency is included in the evaluation of the program.	3.72
25. The agency understands how the service being performed is integrated into coursework.	3.71
26. The agency receives training or other skill building benefits from the relationship.	3.49

*in descending order

Appendix D

Faculty/Staff v. Community Agency Means

Importance

Survey Item	Mean*	
	Faculty/Staff	Agencies
1. Interactions between the agency and faculty/staff are based on mutual respect.	4.78	4.59
2. The relationship between the agency and faculty/staff is built on trust.	4.72	4.46
3. The actual needs and desires of the community agency are weighed along with those of the group providing service.	4.53	4.30
4. Volunteers understand the unique factors that make up the culture of the community being served.	4.47	4.33
5. The regular workings of the agency are not adversely impacted when service projects begin.	4.46	4.44
6. The community agency is given an equitable voice in determining the goals and outcomes of the service-learning project.	4.43	4.19
7. Volunteers are familiar with the project details prior to engaging in service.	4.36	4.15
8. The agency is included in the evaluation of the program.**	4.36	3.90
9. The agency is satisfied with the depth of interaction with the faculty/staff member.**	4.35	3.93
10. The end of the service project is planned.	4.34	4.24
11. The unique factors that make up the culture of the community being served are given weight <i>during</i> the project.	4.34	4.11
12. The departure of volunteers does not adversely impact the workings of the agency.	4.28	4.22
13. An appropriate orientation/training is planned to prepare volunteers.	4.28	4.19

14. The departure of volunteers does not leave a gap in agency services.	4.28	4.04
15. The agency is aware of the mission/goals of the faculty/staff and program with which it interacts.	4.24	4.04
16. Volunteers have the necessary skills and abilities prior to entering into the service project.**	4.19	3.69
17. The unique factors that make up the culture of the community being served are given weight <i>before</i> the project.	4.14	4.04
18. The agency receives social benefits from the relationship (for example, increased networking opportunities).	4.11	3.82
19. The unique factors that make up the culture of the community being served are given weight <i>after</i> to the project.	4.08	3.72
20. The agency is satisfied with the breadth of interaction with the faculty/staff member.	4.00	3.85
21. The agency does not become reliant on its relationship with the university.**	3.94	3.35
22. The agency is aware of the mission/goals of the University.	3.92	3.89
23. The agency receives economic benefits from the relationship (for example, reduced costs due to volunteer labor).	3.86	3.96
24. The agency understands the University's theory of service-learning.	3.83	4.00
25. The agency understands how the service being performed is integrated into coursework.	3.72	3.96
26. The agency receives training or other skill building benefits from the relationship.	3.47	3.25

*in descending order by faculty/staff values, **difference in means was found to be statistically significant

Satisfaction

Survey Item	Mean*	
	Faculty/Staff	Agencies
1. Interactions between the agency and faculty/staff are based on mutual respect.	4.41	4.37
2. The relationship between the agency and faculty/staff is built on trust.	4.36	4.18
3. The actual needs and desires of the community agency are weighed along with those of the group providing service.	4.31	4.10
4. The community agency is given an equitable voice in determining the goals and outcomes of the service-learning project.	4.22	4.06
5. The end of the service project is planned.	4.20	4.16
6. The agency receives economic benefits from the relationship (for example, reduced costs due to volunteer labor).	4.20	4.04
7. Volunteers are familiar with the project details prior to engaging in service.	4.14	4.22
8. Volunteers understand the unique factors that make up the culture of the community being served.	4.14	3.89
9. The regular workings of the agency are not adversely impacted when service projects begin.	4.11	4.30
10. The departure of volunteers does not adversely impact the workings of the agency.	4.09	4.30
11. The unique factors that make up the culture of the community being served are given weight <i>during</i> the project.	4.00	3.96
12. The departure of volunteers does not leave a gap in agency services.	3.94	4.19
13. Volunteers have the necessary skills and abilities prior to entering into the service project.	3.94	4.11
14. The agency is aware of the mission/goals of the faculty/staff and program with which it interacts.	3.92	3.78

15. An appropriate orientation/training is planned to prepare volunteers.	3.89	4.07
16. The unique factors that make up the culture of the community being served are given weight <i>after</i> to the project.	3.86	3.84
17. The agency receives social benefits from the relationship (for example, increased networking opportunities).	3.86	3.93
18. The agency is satisfied with the depth of interaction with the faculty/staff member.	3.84	4.00
19. The agency does not become reliant on its relationship with the university.	3.81	4.08
20. The unique factors that make up the culture of the community being served are given weight <i>before</i> the project.	3.75	4.04
21. The agency is satisfied with the breadth of interaction with the faculty/staff member.	3.73	4.00
22. The agency is included in the evaluation of the program.	3.72	3.72
23. The agency understands how the service being performed is integrated into coursework.	3.69	3.73
24. The agency understands the University's theory of service-learning.	3.69	3.85
25. The agency is aware of the mission/goals of the University.	3.65	3.85
26. The agency receives training or other skill building benefits from the relationship.	3.49	3.50

*in descending order by faculty/staff values

Appendix E

Domestic v. International Means

Importance

Survey Item	Mean*	
	Domestic	International
1. Interactions between the agency and faculty/staff are based on mutual respect.	4.67	5.00
2. The relationship between the agency and faculty/staff is built on trust.	4.58	4.86
3. The actual needs and desires of the community agency are weighed along with those of the group providing service.	4.42	4.43
4. The regular workings of the agency are not adversely impacted when service projects begin.	4.42	4.71
5. Volunteers understand the unique factors that make up the culture of the community being served.	4.36	4.86
6. The community agency is given an equitable voice in determining the goals and outcomes of the service-learning project.	4.27	4.71
7. The end of the service project is planned.	4.26	4.57
8. The departure of volunteers does not leave a gap in agency services.	4.23	3.71
9. The departure of volunteers does not adversely impact the workings of the agency.	4.21	4.57
10. Volunteers are familiar with the project details prior to engaging in service.**	4.20	4.86
11. The unique factors that make up the culture of the community being served are given weight <i>during</i> the project.	4.18	4.71
12. An appropriate orientation/training is planned to prepare volunteers.**	4.16	4.86
13. The agency is satisfied with the depth of interaction with the faculty/staff member.	4.12	4.57
14. The agency is aware of the mission/goals of the faculty/staff	4.11	4.57

and program with which it interacts.

15. The agency is included in the evaluation of the program.**	4.07	4.86
16. The unique factors that make up the culture of the community being served are given weight <i>before</i> the project.	4.05	4.43
17. Volunteers have the necessary skills and abilities prior to entering into the service project.	3.96	4.14
18. The agency is aware of the mission/goals of the University.	3.88	4.14
19. The agency receives social benefits from the relationship (for example, increased networking opportunities).**	3.88	4.86
20. The agency receives economic benefits from the relationship (for example, reduced costs due to volunteer labor).	3.88	4.17
21. The agency is satisfied with the breadth of interaction with the faculty/staff member.**	3.86	4.57
22. The agency understands the University's theory of service-learning.	3.85	4.29
23. The unique factors that make up the culture of the community being served are given weight <i>after</i> to the project.**	3.83	4.71
24. The agency understands how the service being performed is integrated into coursework.	3.79	4.17
25. The agency does not become reliant on its relationship with the university.**	3.60	4.43
26. The agency receives training or other skill building benefits from the relationship.	3.19	4.86

*in descending order by domestic respondents' values, **difference in means was found to be statistically significant

Satisfaction

Survey Item	Mean*	
	Domestic	International
1. Interactions between the agency and faculty/staff are based on mutual respect.	4.37	4.57
2. The relationship between the agency and faculty/staff is built on trust.	4.28	4.29
3. The actual needs and desires of the community agency are weighed along with those of the group providing service.	4.19	4.43

4. The departure of volunteers does not adversely impact the workings of the agency.	4.16	4.29
5. The regular workings of the agency are not adversely impacted when service projects begin.	4.16	4.43
6. The end of the service project is planned.	4.13	4.57
7. Volunteers are familiar with the project details prior to engaging in service.	4.13	4.57
8. The community agency is given an equitable voice in determining the goals and outcomes of the service-learning project.	4.12	4.43
9. The agency receives economic benefits from the relationship (for example, reduced costs due to volunteer labor).	4.09	4.43
10. The departure of volunteers does not leave a gap in agency services.	4.05	4.00
11. Volunteers understand the unique factors that make up the culture of the community being served.	3.98	4.43
12. Volunteers have the necessary skills and abilities prior to entering into the service project.	3.96	4.43
13. The unique factors that make up the culture of the community being served are given weight <i>during</i> the project.	3.93	4.43
14. The agency does not become reliant on its relationship with the university.	3.91	4.00
15. The agency is satisfied with the depth of interaction with the faculty/staff member.	3.88	4.14
16. An appropriate orientation/training is planned to prepare volunteers.**	3.88	4.71
17. The agency receives social benefits from the relationship (for example, increased networking opportunities).	3.86	4.14
18. The agency is satisfied with the breadth of interaction with the faculty/staff member.	3.82	4.00
19. The agency is aware of the mission/goals of the faculty/staff and program with which it interacts.	3.81	4.29
20. The unique factors that make up the culture of the community being served are given weight <i>before</i> the project.**	3.80	4.43

21. The unique factors that make up the culture of the community being served are given weight <i>after</i> to the project.	3.80	4.29
22. The agency is aware of the mission/goals of the University.	3.74	3.71
23. The agency understands the University's theory of service-learning.	3.73	4.00
24. The agency is included in the evaluation of the program.	3.71	3.86
25. The agency understands how the service being performed is integrated into coursework.	3.70	3.83
26. The agency receives training or other skill building benefits from the relationship.**	3.43	4.00

*in descending order by domestic respondents' values, **difference in means was found to be statistically significant

Appendix F

Open-ended Responses

Answers are listed exactly as they appeared on the surveys, with the exception of those edited to erase identifying information.

Faculty/staff Responses

“continuity with a partner staff or agency is very helpful from year to year”

“We are a connector between the campus and the community partner. Faculty are not always involved in internships and community based projects, depending on the scope of the initiative. Therefore we spend a great deal of time working with the agency to develop a meaningful work plan and to help them understand their role as a mentor in experiential learning. Therefore, we have found that community partners often are more engaged and the best ‘teachers’ for that environment. They offer students a true pre-practice opportunity, guide them through mentoring, and connect them to important professional networks.”

“Understanding mutual logistical needs and assessing risks of specific projects”

“Our community agency for the [REDACTED]
[REDACTED] [are] located throughout Indiana; therefore, some of the questions are difficult to answer. We’re not working in a single location, but rather at hundreds of locations, but they are part of one agency.”

“Again, knowledge of the community and the diverse populations we serve.”

“These answers represent a Masters –level graduate internship program. Every student in our program must earn four internship credits. Many of our interns are paid, 10 months, 20 hours a week. Others volunteer to fulfill the internship requirement; some because we

cannot or do not fund them; others because they are part time. We have long-term, cost-shared relationships with many organizations and agencies. Your survey does not take into account differences between graduate and undergraduate, nor does it allow for instances where service learning provides students the financial means to attend graduate school and program a mechanism for recruiting talented students.”

“I think it is important to know that our [REDACTED] student volunteers are truly volunteering their time. They get no credit (via hourly IUPUI academic credit) for their work nor are they paid. Sometimes the agencies believe our students get extra credit or money. It is altruistic for them to volunteer.”

“Having a long-term relationship with the agency to work on a project over several years”

“Working not just with an agency but the community itself. Agencies do not necessarily represent community needs and wishes.”

“Need for services in community (is it under-served?); agency/community expertise is complementary to faculty/student expertise; communication is open throughout the process among all participants.”

“Unfortunately, the service learning projects that are an option for my class are coordinated through a University agency: [REDACTED]

[REDACTED]. I am disconnected with the inner workings of the relationships between the University and the outside agency. That being said, other factors that I feel are important are: (1) open lines of communication and a stable infrastructure and (2) consistency across years. These are important because when creating assignments I like to have a history with students completing the assignments so that the experience my student has

can be complimentary to the agency and to the course goals and University learning goals. It is difficult to do this if the agency is not stable - does not have any institutional memory due to high turn-over at key positions or does not have a stable infrastructure to allow for long-term relationships. I realize this can be an problem with NPOs, but it is important for building a program.”

“communication at various levels”

“It’s important that the client agency and professor stay in contact throughout the semester, but the professor doesn’t intervene except for extreme circumstances.”

“The partner agency with the [REDACTED] must have [REDACTED] review and oversee the work contributed by the [REDACTED] students. This is a critical component [REDACTED]

[REDACTED]

[REDACTED]”

Community agencies’ Responses

“I believe it is all about the relationships that are formed with the staff who work in the service-learning area.”

“The advisors have come out to tour our business and have gotten to meet us. That is nice and it has been great to receive the follow-up and opportunity to report back on the service learning participants.”

“Whether the service learning is optional or a requirement of the class.”

“Having an onsite liaison to coordinate with the service learning participants.”

“increased communication between faculty/staff and agency personnel.”

“Clear communication, and quick response if situation arises where volunteers are not able to participate. We also love it when volunteers evaluate OUR projects and give us feedback on their experiences so we can continue to make them better.”

“Other important factor it’s to see the service learning as a life style, because the behavior example impact more than the words.”

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University Fellowship 2006-2007

Professional Experience

Civic Engagement Assistant September 2007-May 2009
Office of Community Service, Indiana University-Purdue University Indianapolis

Service-Learning Assistant, Mexico Immersion Program August 2006-June 2008
Campus & Community Life, Indiana University-Purdue University Indianapolis

Great Indy Neighborhoods Intern February 2007-May 2007
Let's Improve the Neighborhoods of Crooked Creek

Domestic Abuse Support Specialist February 2005-February 2007
Connect2Help 2-1-1

Presentations

Quiring, E. B., & Wilson, J. M. (February, 2009). *Active citizenship*. Presented at 2009 IUPUI Project Leadership Conference, Indianapolis, IN.

Quiring, E. B., Mercado, F., & Wilson, J. M. (August, 2008). *What is service?* Presented at 2008 IUPUI Bridge Program, Indianapolis, IN.

Quiring, E. B., & Bernstein, R. V. (February, 2008). *To Mexico with Love*. Presented at 2008 International Service Learning Conference, Indianapolis, IN.

Bernstein, R. V., & Quiring, E. B. (September, 2007). *What is Service?* Presented at 2007 IUPUI Mentor Symposium, Indianapolis, IN.

Banta, T. W., Appleby, D. C., Hamilton, S. J., Smith, J. S., Eads, D. A., Haus, K., McGown, S., Quiring, E., Rezek, J., & Webb, N. (October, 2006). *Involving students in general education assessment*. Paper presented at the 2006 Assessment Institute, Indianapolis, IN.

Capstone Seminar in Psychology. (2005). *Indiana University-Purdue University Psychology Department 2005-2006 Assessment Report*. Poster presented at Psychology Department capstone poster session.

Belmonte, A., Courtney, J., Downey, S., Foulks, C., McKamey, J., Quiring, E., & Schenk, K. (2004, December). *Comparison of Advisors' and Advisees' Perceptions of Effective Advising*. Paper presented to IUPUI Psychology Department Faculty.

Gilbert, T. L., Myers, B. A., Neal, J. G., Quiring, E. B., Small, T. D., Stuckey, J. B., & Courtney, J. (2004, May). *Assessment of Academic Advising in the Psychology Department of a Large, Midwestern University*. Paper presented to IUPUI Psychology Department Faculty.

Memberships

Society for Nonprofit Organizations

Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)

International Society for Third-Sector Research

Service

Motus Dance Theatre, Board Member (PR/Marketing Chair)

Indy Fringe, Summer Festival/Ongoing Events

Office of Community Service, Campus-wide Days of Service, Site Leader

The Village Experience, Administrative Support

To Mexico with Love, Study Abroad Program, ESL Instructor